

Welsh Government

Country Background Report - Wales

Initial Teacher Preparation

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The Guidelines request information on 1) the policy context of initial teacher preparation (ITP); 2) if and how ITP research has been used to inform professional requirements of teachers; 3) how research has been integrated into ITP, and finally 4) how research has been disseminated and used between researchers, educators and teacher education institutions.

The CBR should be finalised by **3 March 2017**. The length of the CBR is between **10 and 15 single-spaced pages in length**. Additional material can be attached in the form of tables, charts, diagrams and extracts from other documents. The CBR should be made available in English.

1 ITP policy context

- a. What are the **main objectives and purposes** the government is trying to achieve in ITP in Wales? What are the key political developments and priorities that affect ITP?

ITE reform is informed by the wider research findings and policy documents set out in section e. Specific to ITE research policy is influenced by:

OECD recommendation to the Welsh Government to build professional capital and a culture of collective responsibility for improved learning for students.

- Raise the status of the profession and commit to initial teacher training.

Qualified for Life (2014)¹ identified a number of strategic Programmes to deliver the OECD recommendations:

- Initial Teacher Education (ITE) Reform Programme

Teaching Tomorrows Teachers (2015)² recommendations to:

- Implement Revised Accreditation arrangements, including the establishment of the Teacher Education Accreditation Committee within the Education Workforce Council for Wales.
- Build capacity of ITE Partnerships – that is an HEI working in close collaboration with a number of ‘lead partnership schools’ – to meet requirements for Accreditation supported by the ITE Expert Forum, to include the development of the pedagogy of ITE and exploring ITE partnerships as learning organisations.
- Ensure that the fundamental principles of ITE quality assurance and accreditation apply appropriately to all forms of initial teacher education including employment based routes.

¹ <http://gov.wales/topics/educationandskills/allsectorpolicies/qualified-for-life-an-educational-improvement-plan/?lang=en>

² <http://gov.wales/topics/educationandskills/publications/wagreviews/teaching-tomorrows-teachers/?lang=en>

b. Who are the **main stakeholders** in ITP in Wales? What are the main **concerns and challenges** around ITP in different stakeholder groups in recent years? Has there been media attention on any of these issues in the past?

Welsh Government

The Education Directorate sits within the Education and Public Services Group (formerly the Department for Education and Skills) of the Welsh Government (WG). The Directorate comprises of four Divisions and the Workforce Strategy Unit.

- Curriculum Division - responsible for developing and implementing effective curriculum and related assessment policies to improve learner outcomes in schools and early years' education settings.
- Curriculum Review Division
- Schools Effectiveness Division
- Support for Learners Division
- Workforce Strategy Unit - responsible for general school workforce issues, matters relating to teachers' pensions, workforce planning and pay and conditions; management of policy in relation to stakeholder engagement particularly with regard to industrial relations with education workforce unions.

The ITE Reform Branch is located within the Workforce Strategy Unit (WSU). The branch works closely with colleagues in other branches specifically: the EWC and National Support Branch (WSU); Education Workforce Analytical & Data Branch (WSU); Policy Standards and Frameworks team (Curriculum Division); research colleagues in Knowledge and Analytical Services; and colleagues in HE Strategy and Policy (Economy Skills and Natural Resources Directorate).

The ITE Reform Branch also receives advice and steer from the ITE Expert Forum. This Forum was established to specifically progress the ITE Change Programme supporting both the implementation of new accreditation criteria and processes for ITE programmes; and development of wider ITE reform as part of a continued work programme. The Forum comprises of Welsh Government staff and the following advisors:

- Professor John Furlong (Expert Advisor to the WG and Chairperson)
- Eithne Hughes (Headteacher and Expert Advisor to the WG)
- Dr Áine Lawlor (Former chair of the Irish Teaching Council's Advisory Group)
- Geraint Rees (Professional School & Local Authority Adviser to the WG)
- Hayden Llewellyn (Chief Executive of the EWC)
- Sarah Lewis (Estyn)

EWC (Education Workforce Council)³

The EWC, formerly the GTCW (General Teaching Council for Wales) is the independent regulator in Wales for teachers in maintained schools, Further Education teachers and learning support staff in both school and FE settings. There is also an intention by Welsh Government for the EWC to regulate Youth Workers and people involved in Work Based Learning from 1 April 2017. The functions of the Council are set out in The Education Workforce Council (Main Functions) (Wales) Regulations 2015⁴

³ <http://www.ewc.wales/site/index.php/en/>

⁴ <http://www.legislation.gov.uk/wsi/2015/140/contents/made>

and the Education (Wales) Act 2014⁵. The main functions are: the registration and regulation of certain persons who educate children and young people; and the obligation of registered persons to comply with a code specifying the standards of professional conduct and practice.

Estyn⁶

Estyn is led by Her Majesty's Chief Inspector of Education and Training in Wales and inspects quality and standards in schools and other educational bodies. Estyn is a Crown body, independent of the National Assembly for Wales but receives its funding from the Welsh Government under Section 104 of the Government of Wales Act 1998. The functions of Estyn are laid out in the Education (Schools) Act 1992⁷. The latest Chief Inspector's Report (2015-16) provides an update on inspection activity and the future role of Estyn under the new ITE accreditation arrangements⁸.

HEFCW (Higher Education Funding Council for Wales)⁹

HEFCW regulates fee levels at universities, ensures a framework is in place for assessing the quality of higher education and scrutinises the performance of universities and other designated providers. In relation to ITE, HEFCW has specific responsibilities including:

- accrediting providers of ITE for school teachers, in accordance with criteria specified by the Welsh Government
- working with Estyn to ensure that the universities providing ITE in Wales continue to meet requirements and that their provision enables students to achieve Qualified Teacher Status (QTS)
- determining ITE intake targets annually for each provider in line with national intake targets set by the Welsh Government. The overall intake figure for Wales is determined by the Welsh Government following analysis of current and projected data using the TPSM (see section c)
- commissioning research to improve the standards of teachers and teacher training
- promoting best practice and supporting ITE providers' development strategies with funding.

Higher Education in Wales

Higher Education in Wales is delivered by nine Higher Education Institutions (HEIs) who are based in Wales plus The Open University (figure 1). ITE provision in Wales is currently delivered by five of these HEIs who are organized into three ITE Centres. Provision varies between providers as detailed in table 1 and 2. The three ITE centres are:

North and Mid Wales Centre for Teacher Education¹⁰

- Bangor University¹¹
- Aberystwyth University¹²

South West Wales Centre of Teacher Education (SWWCTE)¹³

⁵ <http://www.legislation.gov.uk/anaw/2014/5/contents>

⁶ <https://www.estyn.gov.wales/>

⁷ <http://www.legislation.gov.uk/ukpga/1992/38/contents>

⁸

https://www.estyn.gov.wales/sites/default/files/documents/ESTYN_Annual%20Report%202015_2016_English.pdf

⁹ <http://www.hefcw.ac.uk>

¹⁰ <http://www.caagcc.ac.uk/index.php/en>

¹¹ <https://www.bangor.ac.uk/>

¹² <http://www.aber.ac.uk/en/>

- University of Wales, Trinity Saint David (TSD), Swansea and Carmarthen¹⁴

South East Wales Centre for Teacher Education and Training (SEWCTET)¹⁵

- University of South Wales¹⁶
- Cardiff Metropolitan University¹⁷

Individuals who wish to undertake a course of ITE will submit an application via UCAS (The Universities and Colleges Admissions Service) Teacher Training in October of each year.

In addition to these five ITE providers, there are several HEIs who offer ITE provision and are located very close to the Welsh border. Chester University is one such example¹⁸. However, prospective students who wish to teach in Wales are currently required to have successfully completed a course of initial teacher training at an accredited institution in Wales as laid out in the The School Teachers' Qualifications (Wales) Regulations 2012¹⁹.

Although Swansea University²⁰, Wrexham Glyndwr University²¹ and The Open University²² do not currently offer ITE provision, they were involved some years ago and have expressed an interest to become involved again.

Regional Education Consortia

In Wales there are 4 regional education consortia (figure 2). Each works closely with the schools and local authorities in their areas to improve standards in schools and educational outcomes for children. The ITE Reform Branch work more closely with the four regional education consortia than the 22 local authorities directly.

Pioneer Schools

In partnership with the regional education consortia the WG are working with a network of innovative Pioneer practitioners, their departments and schools across Wales who play a pivotal role in developing and realising the new curriculum. There are over 100 Pioneer Schools.

Teaching Unions

In representing the views of their members, the trade unions for the teaching profession regularly engage with the Welsh Government. In relation to ITE reform this has most recently been in the form of consultation responses. When responding to the public consultation on the revised ITE accreditation criteria, several raised issues related to capacity and capability²³. Specifically that any change to the delivery of ITE would need to carefully consider the impact on teachers' workload.

The teaching professions in Wales are represented by the following trade unions:

¹³ <https://www.swwcte.ac.uk/en/home>

¹⁴ <http://www.uwtsd.ac.uk/education-and-communities/>

¹⁵ <http://sewctet.org.uk/>

¹⁶ <http://www.southwales.ac.uk/>

¹⁷ <http://www.cardiffmet.ac.uk/Pages/default.aspx>

¹⁸ <https://www.chester.ac.uk/teach>

¹⁹ http://www.legislation.gov.uk/wsi/2012/724/pdfs/wsi_20120724_mi.pdf

²⁰ <http://www.swansea.ac.uk/>

²¹ <https://www.glyndwr.ac.uk/>

²² <http://www.open.ac.uk/>

²³ <https://consultations.gov.wales/consultations/initial-teacher-education-accreditation>

- The Association of School and College Leaders (ASCL)
- The Association of Teachers and Lecturers (ATL)
- National Association of Head Teachers (NAHT)
- National Association of Schoolmasters Union of Women Teachers (NASUWT)
- National Union of Teachers (NUT)
- Undeb Cenedlaethol Athrawon Cymru (UCAC)
- Voice

- c. What are the broad **graduation trends in ITP programmes** in terms of numbers of new teachers, number of applicants for teaching positions, actual teaching qualifications and cultural diversity of graduate teachers?

The allocation of targets for recruitment to ITE programmes is set annually by the Welsh Government. In doing so Welsh Government take account of the statistical runs undertaken each year following annual data updates to the Teacher Planning and Supply Model (TPSM) for Wales (table 3).

The TPSM has been used since 2007/08 to model the number of newly qualified teachers likely to be required by the maintained schools sector in Wales. The model is updated annually to reflect changes in actual and projected figures. This includes data on; pupil projection figures; teacher registration data from the Education Workforce Council; and actual ITE completer data from HEFCW. The median number of applications received for teaching posts is used alongside the model for additional information.

The model generates two intake targets to differentiate between the needs of the primary and secondary school sectors. These two intake targets are notified to HEFCW for the allocation of courses of ITE across Wales to individual ITE Centres. The aim of the targets is to ensure that, following completion of ITE courses, an appropriate number of newly qualified teachers enter the profession each year.

As a result of using the model, oversupply has been controlled and the number of newly qualified teachers is more reflective of demand. Intake targets for primary ITE programmes have remained static since 2011/12. However, intake targets for secondary ITE programmes have increased very slightly between 2010/11 and 2011/12 and then decreased annually.

Primary position

Actual intake to primary ITE programmes has generally slightly exceeded the allocated target. In 2015/16 it was slightly below target.

According to the Pupil Level Annual School Census (2015), the median number of applications for advertised primary teaching positions is 8 per post. For English medium positions this is 13 per post and for Welsh medium this is 5. Therefore, there has been a slight decrease in the number of applications for English medium positions and no change in Welsh medium applications.

Secondary position

For secondary ITE programmes, intake has been slightly below target. However, in 2014/15 and 2015/16 intake was significantly lower than the allocated target figure.

The median number of applications for advertised secondary teaching positions is 6 per post. For English medium positions this is 6 per post and for Welsh medium this is 3.

Recruitment to target

Table 1 and 2 show the recruitment to target data for providers by subject area. While all providers struggle to meet secondary targets, only Bangor University were unable to meet primary targets.

Table 4 shows the destinations as of 2013 based on the HEI where QTS (Qualified Teacher Status) was gained along with the school sector individuals are currently teaching in. Not surprisingly, the greatest proportion of registered teachers who are currently in primary and secondary Welsh medium schools gained their QTS in Bangor University. This ITE provider is located in the Welsh speaking heartlands of Wales where 65% speak Welsh²⁴. By contrast, very few registered teachers who gained their QTS in Newport (9% speak Welsh in Newport) are teaching in Welsh medium schools.

When subject level intake targets are looked at, only postgraduate business studies and history meets recruitment targets. The difficulty in recruiting trainees to certain subject areas translates through to the teaching profession. Table 5 details the subject areas taught by teachers in secondary schools. Mathematics (10.6%) and English (11.1%) are not surprisingly the highest proportionally. When compared against ITE subject taught, similar proportions are evident.

However, further analysis of core subject areas reveals some discrepancies. Around 75% of those who undertake ITE in English (73.7%), Welsh (71.4%) and mathematics (77.6%) also teach these subjects. However, this is the case for just 44.1% of physics teachers and 30.6% of science teachers (figure 3 and 4).

d. What are the main **economic and labour market trends** that have implications for ITP? Are there data available on (general and/or early) attrition and retirement rates of teachers, and subject specialisation of teachers by age?

The number of registered teachers in Wales has been in gradual decline for several years (table 6). This is reflective of a number of factors out of the scope of this document. It is relevant to note however, the falling numbers of schools in Wales. In January 2016 there were 13 nursery, 1,310 primary, 7 middle schools, 205 secondary schools and 39 special schools. Of these, 428 primary, 5 middle and 49 secondary schools were classified as Welsh medium. Overall, there were 21 fewer Local Authority maintained schools than at January 2015²⁵.

The Welsh schools sector is female dominated although this bias is significantly more pronounced in the primary sector than the secondary sector²⁶. Some key facts about the teaching workforce are:

- 58.7% identify as Welsh, 23.1% British and 6.8% English
- 86.1% are white British
- Almost half the teaching workforce are under 40 (46.1 per cent)
- Very few made a declaration regarding their disability in accordance with the Equality Act 2010 (0.2 per cent)
- A third of the workforce speak Welsh and around a quarter are able to teach through the medium of Welsh
- Just over a fifth of the teaching workforce have fewer than 5 years service (20.5 per cent).

There is currently no evidence that large numbers of teachers are leaving the profession other than for normal retirement. For the period January-December 2015, 780 teachers left the profession.

²⁴ 2011 Census StatsWales <https://statswales.gov.wales/Catalogue/Welsh-Language>

²⁵ <http://gov.wales/docs/statistics/2016/160727-school-census-results-2016-en.pdf>

²⁶ <http://www.ewc.wales/site/index.php/en/research-statistics/education-workforce-statistics>

However the number of teachers leaving the profession has not exceeded 800 since 2008 and has remained relatively constant over this period. The majority of teachers leaving the profession leave due to early retirement.

From January-December 2015, 19.9 per cent of leavers had 5 or less years experience. For this period this category was the second highest proportion after teachers with 31 plus years experience (20.1. per cent). This is the highest proportion of teachers leaving the profession with 5 or less years experience since 2007.

e. What were the **last major policy reforms and innovations around ITP**, for example ITP curriculum reform, reform regarding certification and selection criteria? Are these reforms based on **existing research**?

The first significant review of ITE in Wales took place in 2006 and was led by Professor John Furlong. Following this some structural change in the delivery of ITE occurred in the establishment of three ITE Centres for the different regions in Wales.

A Review of Initial Teacher Training in Wales - 2013 Professor Ralph Tabberer²⁷

This review, announced by the then Minister for Education and Skills was of the quality and consistency of Initial Teacher Training (ITT) in Wales. The review was part of a multi-faceted reform plan designed to raise standards in Welsh schools

Successful Futures Independent Review of Curriculum and Assessment Arrangements in Wales 2015 Professor Graham Donaldson²⁸

The recommendations relating to pedagogy and the curriculum have also had some bearing on ITE reform in relation to ITE course content.

Teaching tomorrow's teachers - 2015 Professor John Furlong²⁹

Teaching Tomorrow's Teachers was published in March 2015 to inform the focus of ITE reform in Wales. This document follows on from the Tabberer review in looking more specifically at the changes needed to bring about improvements in ITE in Wales.

New criteria for accrediting initial teacher education (ITE) in Wales³⁰

Following the recommendations of Teaching Tomorrow's Teachers a task and finish group was established to develop new criteria for accrediting initial teacher education (ITE) in Wales that all new and existing programmes of initial teacher education (ITE) will be required to meet for

²⁷ <http://gov.wales/topics/educationandskills/publications/wagreviews/review-of-initial-teacher-training-in-wales/?lang=en>

²⁸ <http://gov.wales/docs/dcells/publications/150317-successful-futures-en.pdf>

²⁹ <http://gov.wales/topics/educationandskills/publications/wagreviews/teaching-tomorrows-teachers/?lang=en>

³⁰ <https://consultations.gov.wales/consultations/initial-teacher-education-accreditation>

accreditation in the future. The draft criteria recognises the value and the difference that a truly collaborative ITE system can make, where HEI's and schools work in genuine partnership.

Early engagement on a first draft of Accreditation Criteria took place in March 2016. This involved professional learning pioneer schools, representatives from all HEIs in Wales (not just the current ITE providers) and the Open University. A full formal consultation followed³¹. As a result of the revised criteria ITE entry criteria and programme structures and processes, programme inputs and programme standards (outputs) have been revised. New arrangements will require schools and HEIs to work in partnership with greater levels of accountability. The accreditation and monitoring of ITE courses or programmes will transfer from HEFCW to the EWC.

Partnerships have now submitted expressions of interest to have programmes accredited against the new criteria. New courses will be delivered from September 2019.

f. What **accountability mechanisms or other regulations** are in place across the pathway? (i.e. accreditation, entrance standards, registration / licensure tests, induction)? What other levers are available to influence ITP providers (e.g. funding)?

ITE provision in Wales is currently accredited by HEFCW and limited to the inspection arrangements undertaken by Estyn. Inspections are published on the Estyn website and broadly cover the three key questions:

- 1: How good are the outcomes?
- 2: How good is provision?
- 3: How good are leadership and management?

Following the implementation of the new arrangements, the EWC will accredit and monitor ITE courses and programmes. Estyn will continue to inspect HEIs and schools under new arrangements.

In relation to entrance requirements, in Wales all prospective trainees are required to be qualified to GCSE Grade B or above (or equivalent) in English and mathematics. This statutory minimum entry requirement was introduced in academic year 2014/15. Although the impact of this change has not been measured, anecdotal evidence from stakeholders suggests that this change has adversely affected intake numbers. Notably in England the entry requirement is lower (GCSE Grade C or equivalent).

Those intending to teach in Welsh medium schools are also required to be qualified to GCSE Grade B or above in Welsh. For those intending to teach in the primary sector, GCSE Grade C or above (or equivalent) in science is also required.

As noted in section c, the under-recruitment in the secondary sector has persisted for some years. To support the recruitment of graduates into the teaching profession the WG have made available recruitment incentives in one form or another since 2000. In recent years incentives have been targeted toward graduates training to teach in recruitment priority subjects with high levels of subject knowledge at degree classification level (table 7).

The highest value incentives are currently targeted toward graduates training to teach physics, chemistry, mathematics, Welsh, computer science and foreign languages who hold a first class

³¹ <https://consultations.gov.wales/consultations/initial-teacher-education-accreditation>

degree classification (lesser values are available for 2.1 and 2.2) to support national priorities. Incentives are also available to those studying to teach other secondary subjects and primary studies provided they have a first degree classification. A primary supplement is also available to those with a first in a core subject of mathematics, English, Welsh and core science to support the Literacy and Numeracy Framework and our national priorities. However, notably, incentives in England are significantly higher.

g. What **types of partnerships** and or networks exist between schools and teacher education institutions?

The current arrangement requires each ITE HEI provider to engage with schools for the purpose of providing students with teaching placements. All students must complete 120 hours of teaching practice and 30 hours observation.

It is anticipated that in the future all programmes will be lead by a 'Partnership', that is an HEI working in close collaboration with a number of 'lead partnership schools'. It is this Partnership that will bring forward the programme for accreditation. In addition the Partnership may work collaboratively with a number of other partner schools.

On standard one-year postgraduate programmes, school experience should comprise approximately two thirds of the programme; on three-year programmes, subject studies and school experience should constitute approximately one third each of programmes. Partnerships should ensure that each student teacher has experience in a minimum of two contrasting school settings.

h. Are there **alternative pathways** to teaching in Wales? If so, please describe them.

The Employment-based Teacher Training Scheme 2015 sets out the statutory requirements of the Graduate Teacher Programme (GTP), the Additional Training Graduate Programme (ATGP) and the Registered Teacher Programme (RTP). The RTP no longer operates in Wales and the ATGP will not be retendered in its current form making 2016/17 the last intake year of this 2 year programme.

The GTP is therefore the only employment based route to offer places in academic year 2017/18. The delivery and administration will continue to rest with the accredited ITE Providers working in close collaboration with the Regional Consortia leads, to identify and meet specific recruitment needs and identifiable priority recruitment areas within their regions. TPSM projections take account of GTP places. Historically, there are a maximum of 75 GTP places to support both primary and secondary provision. For 2017/18 this has been increased to 90 places.

Developing alternative routes into teaching to ensure the recruitment of high caliber graduates into teaching as well as career changers is an outstanding aspect of the ITE change programme.

Developing options for a 2-year Post Graduate and 4-year Undergraduate ITE, considering implications for Masters level learning is also being given consideration for future delivery.

2 Professional requirements of teachers – and the role of research

Is there an official (or unofficial) set of **professional requirements for teachers** (e.g. teacher competency framework, teaching framework, framework for teaching, curriculum framework, professional teacher standards or similar)?

a. **If yes:**

- Please **describe these requirements** and provide a link to them. How have teachers' competence been defined (general guidelines, broad competence domains or detailed descriptions)?
- What was the **rationale** for their development? How have they been developed? By whom?
- To what extent was **research and the research community** used to develop these requirements, and how is the role of research defined in these requirements?
- Are the professional standards **widely accepted** or subject to controversy? Have there been any **changes in the requirements**, and if yes; what was the reason for changes and the basis for changes
- How have they been **implemented**, and what have been some of the challenges to implementation, both in general terms and those related to the role of research?

Review of Teaching Standards 2017

The Policy Frameworks & Standards Branch (Curriculum Division) is responsible for professional standards, statutory induction and performance management for the school workforce, including school development planning. The current Qualified Teacher Standards³² are the subject of reform:

<http://gov.wales/legislation/subordinate/nonsi/educationwales/2009/3220099/?lang=en>

We are now consulting on the new professional standards for teaching and leadership which have been developed for teaching practitioners by teaching practitioners.

<https://consultations.gov.wales/consultations/new-professional-standards-teaching-and-leadership>

These standards will replace the existing Qualified Teacher Status standards (2009), Practising Teachers Standards (2011) and Leadership Standards (2011). They will bring together professional standards for teaching and leadership to better reflect and support career pathways and create a single set of entry standards for the award of Qualified Teacher Status and the successful completion of induction.

For entry to the profession the standard describes the expectations that teachers must meet by the end of their statutory induction. The entry standard also describes the expected progress and evidence required for the award of QTS at the end of ITE. The entry standard will more closely link these stages so that ITE and induction are a process rather than two separate and distinct phases and so that continuity and progression of professional experience is enabled.

³² <http://gov.wales/legislation/subordinate/nonsi/educationwales/2009/3220099/?lang=en>

The specification of evidence and progress for QTS will perform the function of the professional standards referred to in new accreditation arrangements being introduced for all ITE programmes in Wales.

3 Integration of research in initial teacher preparation

To what extent is research incorporated, either formally or informally, in the following:

- a. Content of teacher training programme(s).
- b. Practical pre-service experience of teacher candidates.
- c. Teacher certification.
- d. Teacher selection.
- e. Programme quality assurance.
- f. Induction or early support of new teachers.

Teaching Tomorrow's Teachers found that because of the dominant focus on what newly qualified teachers must be able 'to do' at their end of their programmes, there is virtually no explicit recognition of the role of research or critical reflection in teachers' professional learning. As a consequence, newly qualified teachers are not conceptualised nor is there a requirement that they are prepared to be active professionals, with their own judgements to make and with their own responsibilities as *leaders* of children's learning.

The new professional teaching and leadership standards (section 2) aim to address this issue. For entry to the profession the standard describes the expectations that teachers must meet by the end of their statutory induction. The entry standard also describes the expected progress and evidence required for the award of QTS at the end of ITE. As now, these will be subject to formal assessment at these points but the entry standard will more closely link these stages so that ITE and induction are a process rather than two separate and distinct phases and so that continuity and progression of professional experience is enabled. The standards will be introduced in 2017 and mandatory for all trainees and qualified teachers from 2018.

4 Dissemination and use of research in initial teacher preparation

- a. How is **research** on effective teaching practice currently **shared** between researchers, educators and teacher education institutions? Please provide examples.
- b. To what extent does initial teacher training and in-service training build **research capacity** in prospective and new teachers? Please provide examples.

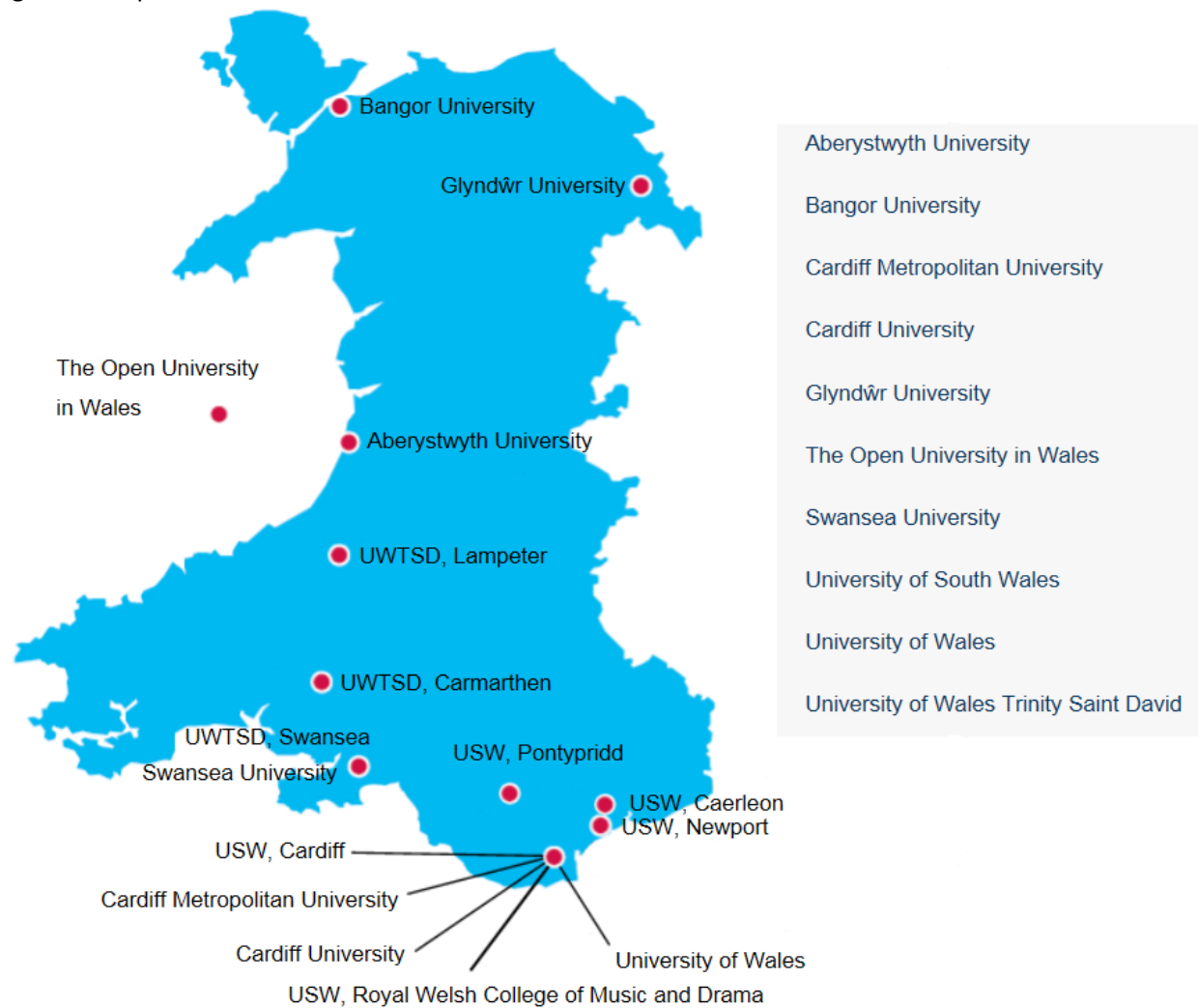
Teaching Tomorrow's Teachers also found that given that there is no reference whatsoever in the Standards to research or the need to develop student teachers as critical consumers of or participants in research, there is little requirement on the part of universities to help their staff develop as research active university lecturers.

These requirements have been specifically addressed in the new professional teaching and leadership standards. Professional learning, including the use of research, is a significant part of the proposed new standards. As is collaborative work through professional networks and communities.

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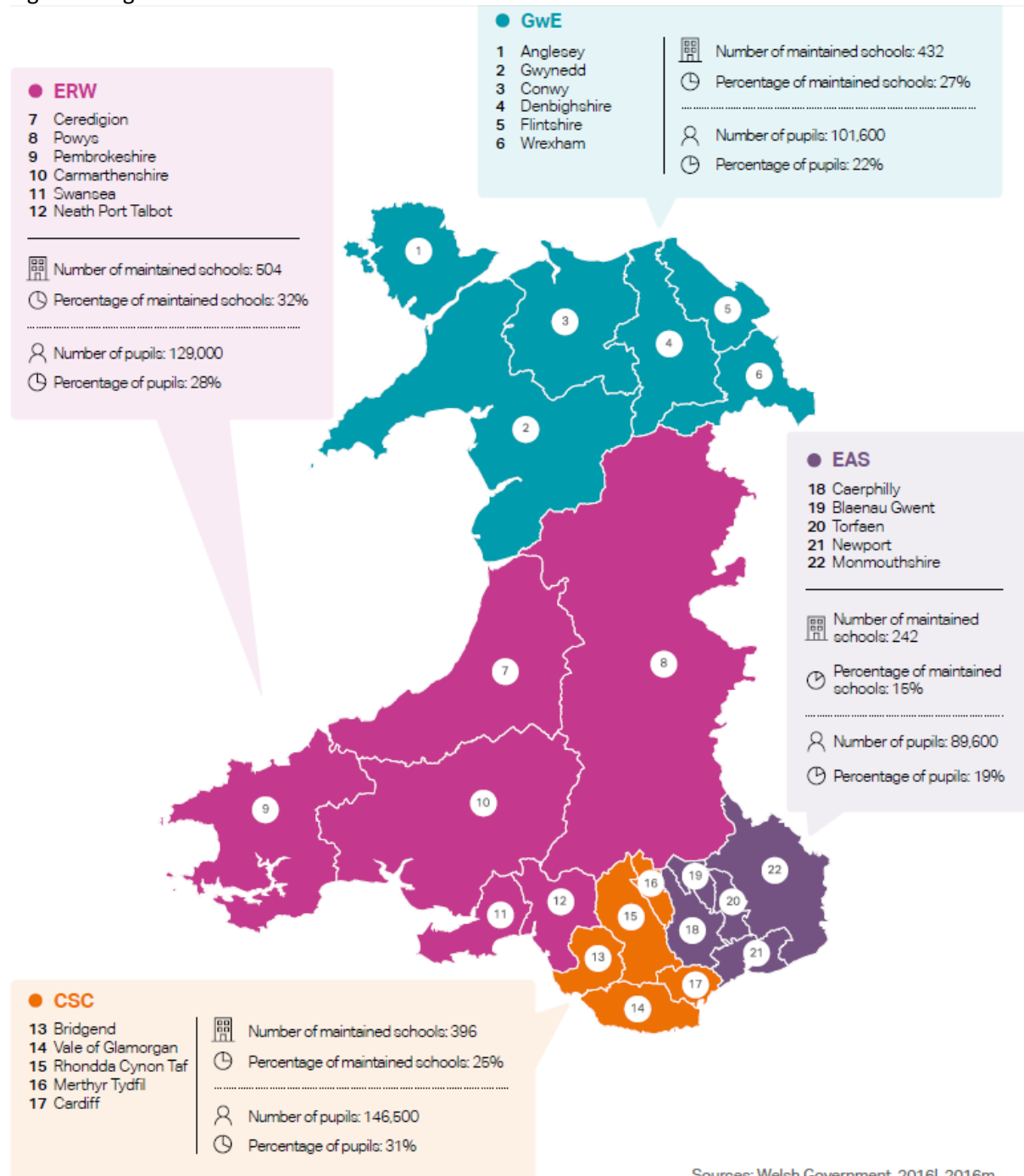
Additional material

Figure 1 HEI provision in Wales



Source: <http://www.uniswales.ac.uk/universities/>

Figure 2 Regional education consortia in Wales



Sources: Welsh Government, 2016l, 2016m
 Source: Estyn Annual Report 2015-16

North Wales Consortia GwE <http://www.gwegogledd.cymru/cy>

Education through Regional Working ERW <http://www.erw.wales/about-us/>

Central South Consortia <http://www.cscjes.org.uk/Home.aspx?lang=en-gb>

Education Achievement Service for South East Wales EAS

<https://www.cpdsewales.org.uk/cpd/default.asp>

Table 1: Postgraduate ITE Targets and Actual Intake by provider and subject: 2015/16 Targets and 2016/17 Intake

| Postgraduate | Total | | Bangor | | Aberystwyth | | TSD | | USW | | Cardiff | |
|---------------------------|--------------|------------|------------|------------|-------------|-----------|------------|------------|----------|----------|------------|------------|
| Subject | Target | Intake | Target | Intake | Target | Intake | Target | Intake | Target | Intake | Target | Intake |
| | | | | | | | | | | | | |
| Primary | 450 | 409 | 174 | 127 | | | 153 | 154 | | | 123 | 127 |
| Mathematics | 77 | 56 | 18 | 10 | | | 37 | 33 | | | 22 | 13 |
| Chemistry | 43 | 31 | 4 | 6 | 8 | 6 | 14 | 7 | | | 16 | 12 |
| Physics | 31 | 20 | 8 | 1 | 6 | 4 | 11 | 8 | | | 7 | 7 |
| MFL | 74 | 33 | | | 19 | 7 | 24 | 14 | | | 31 | 12 |
| Welsh | 48 | 33 | 12 | 7 | 5 | 3 | 13 | 8 | | | 18 | 15 |
| IT | 40 | 18 | | | 10 | 3 | 19 | 13 | | | 11 | 2 |
| Art & Design | 45 | 24 | 10 | 4 | | | 13 | 11 | | | 22 | 9 |
| Biology & Integrated Sci. | 68 | 35 | 22 | 8 | 11 | 1 | 20 | 15 | | | 16 | 11 |
| Drama | 22 | 16 | | | 12 | 4 | | | | | 10 | 12 |
| Business Studies | 13 | 13 | | | | | 13 | 13 | | | | |
| Design & Technology | 52 | 18 | | | | | 17 | 5 | 7 | 4 | 28 | 8 |
| English | 81 | 62 | | | 26 | 8 | 35 | 34 | | | 20 | 20 |
| Geography | 32 | 26 | | | 17 | 8 | 17 | 18 | | | | |
| History | 42 | 45 | | | 12 | 11 | 20 | 21 | | | 10 | 13 |
| Music | 27 | 11 | 10 | 2 | | | | | | | 17 | 8 |
| Outdoor Activities | 5 | 3 | 3 | 3 | | | | | | | | |
| PE | 53 | 52 | 18 | 18 | | | | | | | 35 | 34 |
| RE | 32 | 23 | 10 | 4 | | | 22 | 19 | | | | |
| Total secondary | 785 | 519 | 115 | 63 | 126 | 55 | 275 | 219 | 7 | 4 | 263 | 176 |
| Total | 1,235 | 928 | 289 | 190 | 126 | 55 | 428 | 373 | 7 | 4 | 386 | 303 |

Source: HEFCW

Table 2: Undergraduate ITE Targets and Actual Intake by provider and subject: 2015/16 Targets and 2016/17 Intake

| Undergraduate | Total | | Bangor | | Aberystwyth | | TSD | | USW | | Cardiff | |
|------------------------|------------|------------|-----------|-----------|-------------|----------|------------|------------|------------|------------|-----------|----------|
| | Target | Intake | Target | Intake | Target | Intake | Target | Intake | Target | Intake | Target | Intake |
| Primary | 300 | 275 | 83 | 67 | | | 113 | 102 | 104 | 106 | | |
| Mathematics | 22 | 13 | | | | | | | 22 | 13 | | |
| Science | 11 | 6 | | | | | | | 11 | 6 | | |
| Design & Technology | 33 | 2 | 14 | 0 | | | | | 19 | 2 | | |
| Welsh | 10 | 0 | | | | | | | | | 15 | |
| Music | 10 | 0 | | | | | | | | | 14 | |
| Total secondary | 86 | 21 | 14 | 0 | 0 | 0 | 0 | 0 | 52 | 21 | 29 | 0 |
| Total | 386 | 296 | 97 | 67 | 0 | 0 | 113 | 102 | 156 | 127 | 29 | 0 |

Source: HEFCW

Table 3: TPSM (Teacher Planning and Supply Model) ITE Intake Targets and Actual Intake – Wales

| | 2006-07 | 2008-09 | 2010-11 | 2012-13 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Primary | | | | | | | | | |
| Intake target | 1,036 | 900 | 755 | 750 | 750 | 750 | 750 | 750 | 750 |
| Actual intake (HESA/HESES) | 1,083 | 979 | 767 | 778 | 758 | 694 | 750 | 750 | 750 |
| % Intake to PG | 45.2% | 47.2% | 56.1% | 60.5% | 61.5% | 60.0% | 60.0% | 60.0% | 60.0% |
| | 489 | 462 | 430 | 471 | 466 | 450 | 450 | 450 | 450 |
| PG survival rate | 94.1% | 90.5% | 93.5% | 89.2% | 83.9% | 88.0% | 88.0% | 88.0% | 88.0% |
| UG survival rate | 65.9% | 87.3% | 78.0% | 73.3% | 75.9% | 76.5% | 76.5% | 76.5% | 76.5% |
| % Completers seeking to enter in Wales | | 81.2% | 86.3% | 89.3% | 86.4% | 86.7% | 86.7% | 86.7% | 86.7% |
| Employment Based Routes | 1 | 1 | 25 | 31 | 27 | 27 | 27 | 27 | 27 |
| | | | | | | | | | |
| Secondary | | | | | | | | | |
| Intake target | 1,280 | 1,175 | 1,024 | 930 | 880 | 880 | 871 | 871 | 871 |
| Actual intake (HESA/HESES) | 1,114 | 1,051 | 993 | 951 | 742 | 604 | 880 | 871 | 871 |
| % Intake to PG | 88.6% | 89.4% | 92.2% | 89.9% | 93.9% | 89.2% | 89.2% | 89.2% | 89.2% |
| | 987 | 940 | 916 | 855 | 697 | 785 | 785 | 785 | 785 |
| PG survival rate | 89.7% | 92.3% | 90.9% | 86.7% | 90.0% | 86.5% | 86.5% | 86.5% | 86.5% |
| UG survival rate | 58.5% | 62.6% | 66.3% | 74.6% | 64.0% | 67.2% | 67.2% | 67.2% | 67.2% |
| % Completers seeking to enter in Wales | | 80.8% | 77.7% | 82.2% | 80.3% | 81.0% | 81.0% | 81.0% | 81.0% |
| Employment Based Routes | 70 | 66 | 30 | 22 | 21 | 20 | 20 | 20 | 20 |
| Open University completers | 0 | 0 | 11 | 7 | 4 | 0 | 0 | 0 | 0 |

Note: Shaded areas are forecasts

Table 4 Number of registered teachers by school type and teacher training establishment 2014³³

| | Primary | | | | | | Secondary | | | | | | Total | % |
|--|--------------|------|----------------|------|---------------|------|--------------|------|----------------|------|-----------------|------|--------|------|
| | Welsh Medium | % | English Medium | % | Primary Total | % | Welsh Medium | % | English Medium | % | Secondary Total | % | | |
| Aberystwyth University | 193 | 6.4 | 222 | 2.1 | 415 | 3.0 | 477 | 16.7 | 414 | 4.1 | 891 | 6.9 | 1,306 | 4.9 |
| Bangor University | 632 | 20.9 | 649 | 6.1 | 1,281 | 9.3 | 627 | 21.9 | 518 | 5.2 | 1,145 | 8.9 | 2,426 | 9.1 |
| Cardiff Metropolitan | 429 | 14.2 | 1,709 | 16.0 | 2,138 | 15.6 | 362 | 12.7 | 1,963 | 19.5 | 2,325 | 18.0 | 4,463 | 16.8 |
| Glyndwr | 121 | 4.0 | 528 | 4.9 | 649 | 4.7 | 12 | 0.4 | 49 | 0.5 | 61 | 0.5 | 710 | 2.7 |
| Newport University | 34 | 1.1 | 1,122 | 10.5 | 1,156 | 8.4 | 37 | 1.3 | 370 | 3.7 | 407 | 3.2 | 1,563 | 5.9 |
| Swansea Metropolitan University | 114 | 3.8 | 1,308 | 12.2 | 1,422 | 10.4 | 294 | 10.3 | 1,969 | 19.6 | 2,263 | 17.5 | 3,685 | 13.8 |
| Trinity Saint David Carmarthen | 687 | 22.7 | 982 | 9.2 | 1,669 | 12.2 | 83 | 2.9 | 239 | 2.4 | 322 | 2.5 | 1,991 | 7.5 |
| University Of Wales (Institution not recorded) | 260 | 8.6 | 949 | 8.9 | 1,209 | 8.8 | 64 | 2.2 | 248 | 2.5 | 312 | 2.4 | 1,521 | 5.7 |
| Institution in England | 32 | 1.1 | 1,375 | 12.9 | 1,407 | 10.3 | 191 | 6.7 | 1,830 | 18.2 | 2,021 | 15.7 | 3,428 | 12.9 |
| Institution Unknown or UK | 524 | 17.3 | 1,856 | 17.3 | 2,380 | 17.3 | 710 | 24.9 | 2,447 | 24.4 | 3,157 | 24.5 | 5,537 | 20.8 |
| Total | 3,026 | 100 | 10,700 | 100 | 13,726 | 100 | 2,857 | 100 | 10,047 | 100 | 12,904 | 100 | 26,630 | 100 |

³³ <http://www.ewc.wales/site/index.php/en/documents/research-and-statistics/research-reports/79-comparison-of-teachers-working-in-welsh-medium-and-english-medium-primary-and-secondary-schools>

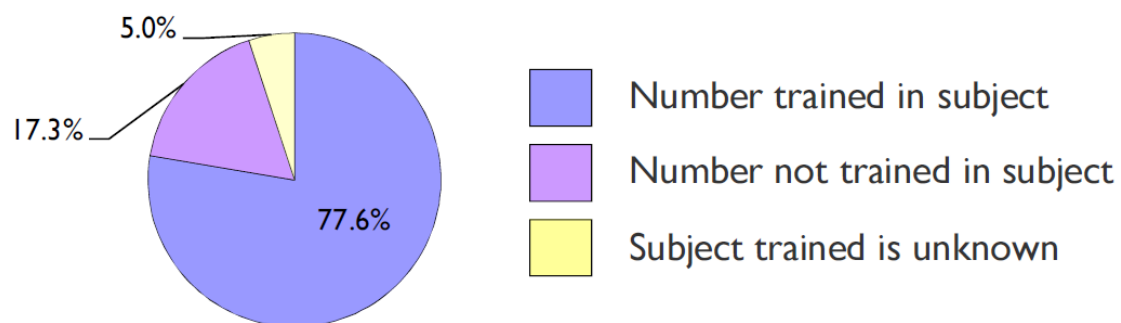
Table 5: Number of secondary school teachers registered with EWC by subject taught³⁴

| | March 2012 | | March 2013 | | March 2014 | | March 2015 | | March 2016 | |
|-------------------------------------|--------------------|----------------|--------------------|----------------|--------------------|----------------|--------------------|----------------|--------------------|----------------|
| | Number of Teachers | Percentage (%) | Number of Teachers | Percentage (%) | Number of Teachers | Percentage (%) | Number of Teachers | Percentage (%) | Number of Teachers | Percentage (%) |
| Accounting | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 |
| Art | 581 | 3.6 | 570 | 3.6 | 575 | 3.6 | 542 | 3.5 | 532 | 3.5 |
| Biology | 473 | 2.9 | 464 | 2.9 | 454 | 2.9 | 442 | 2.9 | 438 | 2.9 |
| Business Studies | 344 | 2.1 | 333 | 2.1 | 322 | 2.0 | 302 | 2.0 | 307 | 2.0 |
| Careers | 44 | 0.3 | 37 | 0.2 | 31 | 0.2 | 27 | 0.2 | 28 | 0.2 |
| Chemistry | 458 | 2.8 | 453 | 2.8 | 456 | 2.9 | 431 | 2.8 | 446 | 2.9 |
| Child Development | 60 | 0.4 | 62 | 0.4 | 57 | 0.4 | 55 | 0.4 | 53 | 0.3 |
| Design & Technology | 1,021 | 6.3 | 984 | 6.2 | 957 | 6.0 | 902 | 5.9 | 888 | 5.8 |
| Drama | 389 | 2.4 | 400 | 2.5 | 394 | 2.5 | 369 | 2.4 | 375 | 2.5 |
| Economics | 54 | 0.3 | 52 | 0.3 | 45 | 0.3 | 43 | 0.3 | 41 | 0.3 |
| Electronics | 23 | 0.1 | 20 | 0.1 | 21 | 0.1 | 17 | 0.1 | 19 | 0.1 |
| Engineering | 11 | 0.1 | 12 | 0.1 | 13 | 0.1 | 14 | 0.1 | 14 | 0.1 |
| English | 1,662 | 10.2 | 1,655 | 10.4 | 1,668 | 10.5 | 1,659 | 10.8 | 1,694 | 11.1 |
| General Studies | 40 | 0.2 | 22 | 0.1 | 19 | 0.1 | 18 | 0.1 | 15 | 0.1 |
| Geography | 709 | 4.4 | 691 | 4.3 | 673 | 4.3 | 662 | 4.3 | 652 | 4.3 |
| Government & Politics | 15 | 0.1 | 15 | 0.1 | 15 | 0.1 | 12 | 0.1 | 13 | 0.1 |
| History | 822 | 5.1 | 799 | 5.0 | 803 | 5.1 | 785 | 5.1 | 794 | 5.2 |
| Home Economics | 246 | 1.5 | 223 | 1.4 | 201 | 1.3 | 184 | 1.2 | 165 | 1.1 |
| Humanities | 55 | 0.3 | 52 | 0.3 | 50 | 0.3 | 56 | 0.4 | 61 | 0.4 |
| Information Technology | 797 | 4.9 | 762 | 4.8 | 746 | 4.7 | 726 | 4.7 | 704 | 4.6 |
| Law | 19 | 0.1 | 19 | 0.1 | 20 | 0.1 | 18 | 0.1 | 20 | 0.1 |
| Mathematics | 1,542 | 9.5 | 1,575 | 9.9 | 1,583 | 10.0 | 1,562 | 10.2 | 1,624 | 10.6 |
| Media Studies | 167 | 1.0 | 168 | 1.1 | 170 | 1.1 | 163 | 1.1 | 159 | 1.0 |
| Modern Foreign Languages | 817 | 5.0 | 790 | 5.0 | 789 | 5.0 | 751 | 4.9 | 729 | 4.8 |
| Music | 477 | 2.9 | 465 | 2.9 | 458 | 2.9 | 439 | 2.9 | 424 | 2.8 |
| Personal, Health & Social Education | 224 | 1.4 | 203 | 1.3 | 199 | 1.3 | 188 | 1.2 | 175 | 1.1 |
| Physical Education | 1,153 | 7.1 | 1,128 | 7.1 | 1,141 | 7.2 | 1,126 | 7.3 | 1,114 | 7.3 |
| Physics | 427 | 2.6 | 417 | 2.6 | 414 | 2.6 | 393 | 2.6 | 388 | 2.5 |
| Psychology | 91 | 0.6 | 93 | 0.6 | 96 | 0.6 | 87 | 0.6 | 86 | 0.6 |
| Religious Education | 660 | 4.1 | 659 | 4.1 | 661 | 4.2 | 648 | 4.2 | 618 | 4.0 |
| Science | 1,266 | 7.8 | 1,245 | 7.8 | 1,243 | 7.9 | 1,218 | 7.9 | 1,228 | 8.0 |
| Sociology | 94 | 0.6 | 94 | 0.6 | 91 | 0.6 | 81 | 0.5 | 83 | 0.5 |
| Special Educational Needs | 399 | 2.5 | 359 | 2.3 | 340 | 2.1 | 303 | 2.0 | 271 | 1.8 |
| Travel & Tourism | 50 | 0.3 | 46 | 0.3 | 42 | 0.3 | 41 | 0.3 | 37 | 0.2 |
| Welsh | 1,059 | 6.5 | 1,030 | 6.5 | 1,044 | 6.6 | 1,038 | 6.8 | 1,037 | 6.8 |
| Welsh Baccalaureate | 18 | 0.1 | 25 | 0.2 | 35 | 0.2 | 43 | 0.3 | 63 | 0.4 |
| TOTAL | 16,268 | 100% | 15,923 | 100% | 15,827 | 100% | 15,346 | 100% | 15,296 | 100% |

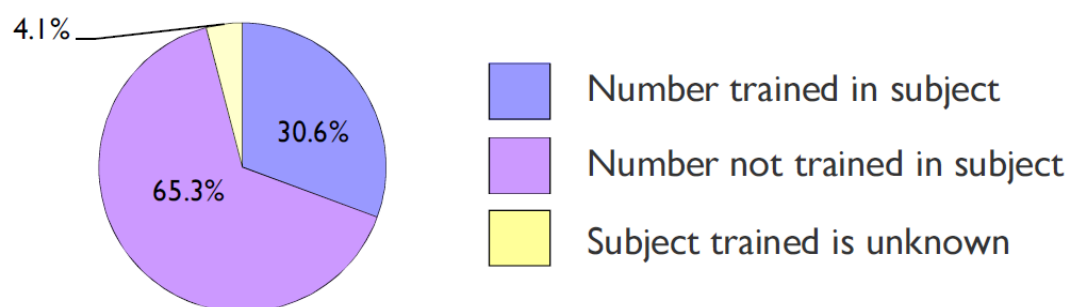
³⁴ <http://www.ewc.wales/site/index.php/en/documents/research-and-statistics/annual-statistics-digest/84-ewc-annual-statistics-digest-2016>

Figure 3 and 4: Training subject and teaching subject³⁵

Mathematics



Science



³⁵ <http://www.ewc.wales/site/index.php/en/documents/research-and-statistics/annual-statistics-digest/84-ewc-annual-statistics-digest-2016>

Table 6: Number of school teachers registered with EWC by gender³⁶

| | March 2012 | | March 2013 | | March 2014 | | March 2015 | | March 2016 | |
|-----------------|--------------------|----------------|--------------------|----------------|--------------------|----------------|--------------------|----------------|--------------------|----------------|
| | Number of Teachers | Percentage (%) | Number of Teachers | Percentage (%) | Number of Teachers | Percentage (%) | Number of Teachers | Percentage (%) | Number of Teachers | Percentage (%) |
| Male Teachers | 9,589 | 25.0 | 9,386 | 24.8 | 9,294 | 24.7 | 9,185 | 24.6 | 9,092 | 24.6 |
| Female Teachers | 28,701 | 75.0 | 28,476 | 75.2 | 28,379 | 75.3 | 28,170 | 75.4 | 27,859 | 75.4 |
| TOTAL | 38,290 | 100% | 37,862 | 100% | 37,673 | 100% | 37,355 | 100% | 36,951 | 100% |

Table 7: ITE training incentives

| Training grant amount | Subject or Phase | First degree qualification classification |
|------------------------------|---|---|
| £20,000 | Postgraduate secondary courses in mathematics, physics, chemistry & Welsh | 1st |
| £15,000 | Postgraduate secondary courses in modern foreign languages or ICT | 1st |
| £10,000 | Postgraduate secondary courses in mathematics, physics, chemistry, or Welsh | 2.1 |
| £6,000 | Postgraduate secondary courses in modern foreign languages or ICT | 2.1 |
| £6,000 | Postgraduate secondary courses in mathematics, physics, chemistry or Welsh | 2.2 |
| £3,000 | Postgraduate secondary courses in design & technology, English, biology, history, religious education, art, physical education, music, drama, business studies, outdoor studies, general science or geography Postgraduate primary courses | 1st |
| Additional £3,000 supplement | Postgraduate primary courses with a degree subject specialism of English, Welsh, Mathematics, physics or chemistry | 1st |

Source: Welsh Government

³⁶ <http://www.ewc.wales/site/index.php/en/documents/research-and-statistics/annual-statistics-digest/84-ewc-annual-statistics-digest-2016>