

Draft criteria for the accreditation of Initial Teacher Education programmes in Wales and the proposal for the Education Workforce Council to accredit initial teacher education

Consultation response form

Your name:

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Organisation (if applicable):

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Responses should be returned by **14 November 2016** to

Julie Owens
Workforce Strategy Unit
The Education Directorate
Welsh Government
Sarn Mynach
Llandudno Junction
Conwy
LL31 9RZ

or completed electronically and sent to:

e-mail: ITEducationAddysgGA@wales.gsi.gov.uk

“Launched in 2008, RWLCP brings together organisations that support the delivery of out of classroom learning, in the natural and built environment. The partnership shares good practice amongst its members and with the education sector through training events and resources. RWLCP acts as a voice for the sector helping to raise the profile of Out of Classroom Learning and highlight its many benefits. It aims to foster greater understanding and appreciation of its value and its vital contribution to education for sustainable development and global citizenship”.

www.realworldlearningcymru.org

This response has been collated with views from:

RSPB, Field Studies Council, Natural Resources Wales, John Muir Trust, Centre of Alternative Technology and Brecon Beacons National Park

Question 1 – Should the EWC have the statutory responsibility for accrediting all programmes of initial teacher education (ITE) in Wales?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
Supporting comments					
RWLCP believes this option will provide required consistency across the sector which in turn will help to raise standards across Wales					

Question 2 – Should the EWC establish a Teacher Education Accreditation Committee?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
If no, please specify the further detail that should be provided.					
Yes, RWLCP agrees with the establishment of a Teacher Education Accreditation Committee with representation on the committee drawn from a wide spectrum of the sector.					
RWLCP would like to see the natural environment, sustainability and out of classroom learning represented on this panel.					

Question 3 – Do you agree that the criteria for the accreditation of ITE in Wales, as set out at Annex A, provides sufficient detail for the development of initial teacher education programmes?

Agree	<input type="checkbox"/>	Disagree	<input checked="" type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
If no, please specify the further detail that should be provided.					
RWLCP does not agree that the criteria for the accreditation of ITE in Wales, as set out at Annex A, provides sufficient detail for the development of initial teacher education programmes.					
There is no reference to out of classroom learning and the skills and competencies required to be able to provide learners with the rich hands on learning experiences required within Successful Futures. Throughout the document the term “classroom” is written in terms of the indoor environment only. An outdoor element also has the potential to attract a better calibre and wider breadth of student teacher.					
We suggest the additional criteria:					
Page 5: Add – “develop student teachers’ confidence and competence in using the					

outdoors and natural environment for teaching and learning”.

Page 17: Add WCFG Act

Page 20: Add – “effective use of the outdoor and natural environment as a learning environment and resource”.

These additions are required in order to produce newly qualified teachers who have confidence and competence to teach in an outdoor setting and understand the benefits it allows both in terms of a stimulating and safe setting and the associated physical and mental health benefits.

RWLCP would like to refer Scotland’s Curriculum for Excellence which highlights delivering in the outdoors throughout.

<http://www.educationscotland.gov.uk/learningandteaching/approaches/outdoorlearning/index.asp>

RWLCP as a Network and through its individual members, can offer help and support for developing any out of classroom learning policy, providing sites, resources, qualified trainers and examples of existing accredited units.

Question 4 – Do you agree with the roles and responsibilities proposed for schools and HEI (higher education institution) partnerships?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input checked="" type="checkbox"/>
If no, please specify the further detail that should be provided.					
RWLCP has no comment to make with regard to this question					

Question 5 – Do you agree with the overarching requirements that accredited providers must meet for all programmes of ITE study?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input checked="" type="checkbox"/>
If no, please explain why.					
RWLCP agrees with this statement but wishes to see outdoor learning as a part of the university/college setting and explicit within the programmes of ITE study.					
RWLCP as a Network and through its individual members, can offer help and support for developing of any out of classroom learning resources and programmes of study having access to existing accredited units which can be easily built into an existing study programme.					

Question 6 – Do you agree with the entry and selection minimum standard requirements for student teachers in Wales?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
If no, please explain why.					
RWLCP agrees there should be minimum standard requirements for student teachers across Maths/Numeracy, English/Welsh in order to have the basics to prepare students for the four purposes of the Curriculum in Wales					

Question 7 – Do you agree with the principal that the EWC should have the power to charge a fee (which will be subject to a separate consultation) for the consideration of applications, which will be payable by HEIs participating in the accreditation process?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input checked="" type="checkbox"/>
If no, please explain why					
RWLCP has no comment to make with regard to this question					

Question 8 – How could the policy under consideration be formulated or revised so that it would have positive effects, or increased positive effects, on:

- (a) opportunities for persons to use the Welsh language?
- (b) treating the Welsh language no less favourably than the English language?

Supporting comments
The Welsh language has a unique way of describing nature, culture and the landscape of Wales (also linked to “Knowing place” in the current Geography curriculum).
Outdoor Learning and Out of Classroom learning provide opportunities to reinforce use of the Welsh language in a real and meaningful context.

Question 9 – How could the policy under consideration be formulated or revised so that it would not have adverse effects, or so that it would have decreased adverse effects, on:

- (a) opportunities for persons to use the Welsh language?
- (b) treating the Welsh language no less favourably than the English language?

Supporting comments
None

Question 10 – We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them.

Supporting comments

RWLCP would like to highlight that there is no reference to the outdoor environment, e.g. school grounds and the wider natural environment, as an important learning space and resource. RWLCP feels strongly that ITE should include the development of student teachers' competence in the use of the outdoors to help address matters such as health, wellbeing and cross-curricular learning.

The ITE programmes of study should aim to produce newly qualified teachers who have confidence and competence in an outdoor setting and continued CPD should be included in the proposed passport.

As stated earlier RWLCP as a Network and through its individual members can offer help and support for developing any policy related to outdoor learning and environmental education, provide evidence of its benefits and provide training opportunities and advice re existing accredited units.

Responses to consultations are likely to be made public, on the internet or in a report. If you would prefer your response to remain anonymous, please tick here:

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