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Thompson, Ron

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Adapting ITT to the Diploma Units

Ron Thompson
In-Service Course Leader
26 February 2007

University of Huddersfield
School of Education & Professional Development
Overview

- Key points and curriculum elements
- Planned curriculum structure
- Mapping strategy
- Some issues for the curriculum
- Challenges and responsibilities for 2007
Principles and Tensions

- Autonomy & academic freedom (Simmons & Thompson, *JFHE*, forthcoming)
- Compliance
- ‘Accretion model’ of curriculum development
- A genuine ‘step change’ in quality for ITT trainees
Reform Agenda: Key Requirements

- New standards and Units of Assessment (HEIs to ‘base’ courses on these Units)
- Cert Ed at a minimum of level 5
- Enhanced mentoring and subject specialist development
- More teaching observations (8) & more teaching hours (150)
- Minimum core to be completed in Year One
- Literacy & numeracy skills tests?
Additional Curriculum Elements

- PTLLS award to be integrated in the course

- ‘Professional Graduate’ and ‘Postgraduate’ routes

- More varied, compact and innovative assessment strategy

- Better integration of Personal Development Planning

- E-learning to enhance subject specialism: the Associate Online project
<table>
<thead>
<tr>
<th>Proposed Curriculum Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching, Learning &amp; Assessment</strong> (30 credits @ Level 4)</td>
</tr>
<tr>
<td><strong>Initial Teaching Assignment</strong></td>
</tr>
<tr>
<td>Understanding &amp; Enabling Learning:</td>
</tr>
<tr>
<td>Investigate learner needs and develop teaching, learning and assessment strategies.</td>
</tr>
<tr>
<td><strong>Curriculum &amp; Professional Issues</strong> (30 credits @ Level 5, 6 or M)</td>
</tr>
<tr>
<td>Values &amp; Professionalism Project:</td>
</tr>
<tr>
<td>Contextualised in terms of curriculum theory, social &amp; economic issues, and their implications for teaching as an activity in a community of professionals.</td>
</tr>
<tr>
<td>Specialist Project.</td>
</tr>
</tbody>
</table>

School of Education & Professional Development
Mapping Strategy

- Map our assessments against UoA
- Use a structured PDP to address many ‘analytical’ criteria
- Use the teaching observations to address operational and practical criteria
- Some criteria addressed through group activity & peer feedback
Some Issues for our Curriculum

- Facilitating progression from Level 4 to Level 5
- Where are the Optional Units?
- Logistics of a specialist module delivered both face-to-face and by e-learning
- Managing 8 teaching observations – can the PTLLS observation be one of them?
Challenges: HEIs & Partners

- Developing mentorship in collaboration with the University
- Support for employed trainees: time to attend ITT, to study and to work with mentors and peers
- Support for the literacy, numeracy and ICT skills of trainees
- Placements and mentors for pre-service trainees
- Resources for additional teaching observations
Challenges/Responsibilities: LLUK/SVUK

- Continue to be responsive on curriculum matters
- Recognise the funding and logistical constraints on providers – mentoring, observation, minimum core
- Timely and sensitive introduction of external tests
- Flexible approach to endorsement criteria
- Pressure Govt and employers on recognising the increased demands of the ITT curriculum