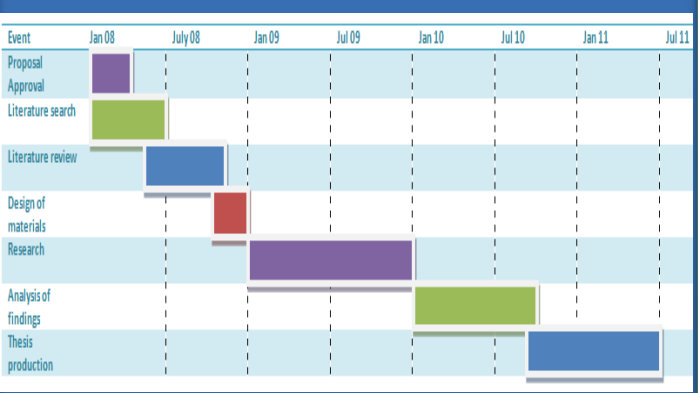


The Impact of In-Service Initial Teacher Training on the Learning and Skills Sector:

Scrutinising the synergy between Standards and vocational needs

Initial Teacher Training (ITT) for the Lifelong Learning sector is undergoing a raft of significant changes at the present time, as the introduction of the Qualified Teacher, Learning and Skills status (QTLS) aims to enhance the professional standing of post-compulsory teachers, and achieve parity with teachers in the school sectors.

This investigation will seek to identify the extent to which the National Standards for Initial Teacher Training (ITT) in the Learning and Skills Sector meet the perceived needs of in-service trainees delivering learning in the sector. It will utilise the reflections of past in-service ITT trainees, who will utilise their experience of working within the sector to examine the impact that their training had on their preparations for, and success in working as a teacher or trainer within the sector



An ongoing investigation

Teachers 'know' and 'do' much more than they can say or can be written in sets of written standards. Their knowledge and performance is in many respects unique and dependent upon the contexts in which they work Nasta (2007: 4)

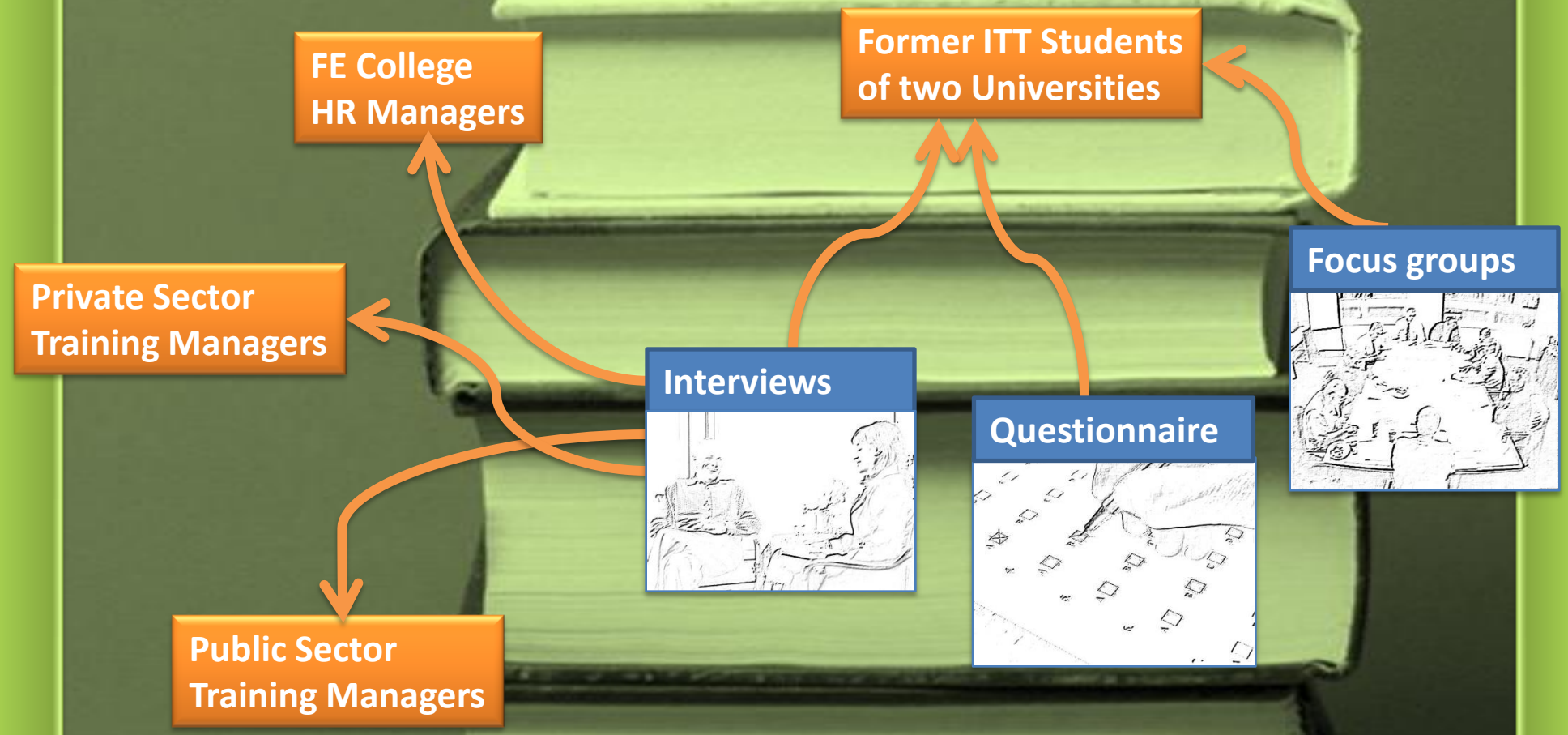
While just under half (48 percent) of college staff felt that the course equips candidates with all the necessary skills to handle the classroom/teaching situation, a significant proportion (38 per cent) were unsure O'Reilly & McCrystal (1995:18)

Complaints from graduates of teacher education programs, school administrators, parents and politicians about the irrelevance of teacher preparation for the reality of everyday practice in schools have generated pressures to rethink both the structure and the practices of teacher education Korthagen (2006: 1021)

Assumptions that standards in ITE are too low and need strong action to improve them are not borne out by the Government's own inspection evidence Blake & Lansdell (2000:64)

In 2004 the Government asked Lifelong Learning UK (LLUK) to develop new professional teaching standards for the whole FE system, as announced in *Equipping our Teachers for the Future1*. These standards define what we expect of teachers, tutors and trainers in a variety of roles and responsibilities. I would like to thank LLUK for the work they have done. I believe these standards will contribute greatly to improving quality in teaching, training and learning across the further education system, and provide a key part of the infrastructure that will support the professionalisation of the workforce Bill Rammell Minister of State for Lifelong Learning, Further and Higher Education (2005)

What impact does ITT have on the practice of the trained practitioners? Does the curriculum for ITT meet the requirements of workers within the sector?



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