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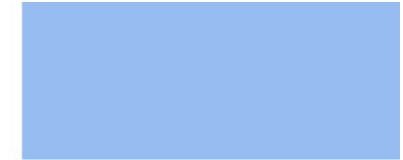
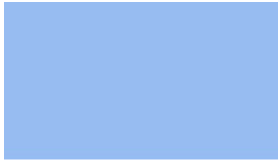
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Adapting ITT to the Diploma Units

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26 February 2007

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Careers in education
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University of
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School of Education and 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

- PTTLS 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

Proposed Curriculum Structure

Teaching, Learning & Assessment (30 credits @ Level 4)

Initial Teaching Assignment

Understanding & Enabling Learning:

Investigate learner needs and develop teaching, learning and assessment strategies.

Personal & Professional Development (30 credits @ L4)

4 Teaching observations

PDP, reflecting on development of own teaching abilities, subject knowledge & pedagogy, and relevant personal skills.

Curriculum & Professional Issues (30 credits @ Level 5, 6 or M)

Values & Professionalism Project:

Contextualised in terms of curriculum theory, social & economic issues, and their implications for teaching as an activity in a community of professionals.

Teaching a Specialist Subject (30 credits @ Level 5, 6 or M)

4 Teaching observations

Continuation of PDP.

Specialist Project.

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