

Subject:**INITIAL TEACHER TRAINING: APPROVAL OF COURSES****Circular Number:**

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Audience:

- Education and Library Boards;
- Council for Catholic Maintained Schools;
- Governing Bodies Association;
- Universities, Colleges of Education; and
- Teachers' Unions and Associations.

Summary of Contents:

This Circular outlines the new criteria and new arrangements for Initial Teacher Training in Northern Ireland.

Enquiries:

Any enquiries about the contents of this Circular should be addressed to the relevant employing authority.

Governors' Awareness :
Essential**Status of Contents:**
Action by Boards of
Governors and Employing
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Not applicable**Expiry Date:**
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<http://www.deni.gov.uk>

INITIAL TEACHER TRAINING: APPROVAL OF COURSES

Introduction

1. This Circular replaces Circular 1985/20. It introduces new criteria and new arrangements for the accreditation of courses of initial teacher training (ITT) and their approval under Articles 66(1) and (2) of the Education and Libraries (Northern Ireland) Order 1986. A parallel Circular has issued in England and Wales.
2. The accreditation of ITT courses is separate from their academic validation. Accreditation is concerned with the suitability of courses as a professional preparation for teachers. The approval given by the Department of Education (DENI) following accreditation entitles students successfully completing a course to provisional recognition as qualified to teach in grant-aided schools in Northern Ireland.
3. In May 1989 the Government published a consultation document on future arrangements for the accreditation of ITT courses. The new arrangements and new criteria have been prepared in the light of the responses to that document.

Council for the Accreditation of Teacher Education (CATE)

4. The present accreditation system was set up in 1984. DENI Circular 1985/20 extended the remit of the Council for the Accreditation of Teacher Education to include Northern Ireland. The Council was asked to undertake an initial scrutiny of all courses of initial teacher training against the Government's criteria, which were published as the annex to the Circular. To help CATE in its work, all initial teacher training institutions in Northern Ireland were visited and reported on by DENI's Inspectorate.
5. CATE will be reconstituted with effect from 1 January 1990 with a wider remit. Its members will be appointed by the Government on a personal basis and will be drawn from teacher trainers, other teachers in higher education and in schools, Local Education Authorities and the business community. The Council's terms of reference in relation to Northern Ireland will be:-
 - to advise DENI on whether individual courses of initial teacher training meet the criteria for course approval;
 - to monitor approved courses to ensure that they continue to meet the criteria;
 - to identify and disseminate good practice in initial teacher training;
 - to keep the criteria for course approval under review and to advise DENI on possible changes to them; and
 - to advise DENI as requested on other matters relating to initial teacher training.

Local Committees

6. Local committees, whose establishment was required by the 1985 Circular, will now be required to play a more substantial and consistent role in the scrutiny and monitoring of courses. Their main tasks will be:-

- to consider in detail new or amended courses proposed by institutions against the criteria and to report on them to CATE; and
- to consider existing courses to ensure that they continue to satisfy the new criteria and report on them to CATE.

Under the new arrangements, the minimum number of institutions to be associated with a local committee will be three. There will therefore be one committee for the four institutions in Northern Ireland. The new Northern Ireland local committee will be established with effect from 31 March 1990. A model constitution is attached at Annex C to this Circular. It covers the committee's remit, its relationship with CATE, the role of assessors and observers, and the appointment of a Chairman. The model may need to be adapted to take account of additional local needs: any such change would need to be agreed with CATE.

7. The members of the committee are to be appointed jointly by the institutions concerned and confirmed by CATE. All institutions whose courses are considered by the committee will be represented directly. In Northern Ireland the other groups on the committee will be representatives of the employing authorities (Education and Library Boards, Council for Catholic Maintained Schools and the Governing Bodies of Voluntary Grammar Schools), teachers, non teacher-training academic staff, business and other outside interests. Since, for reasons of size, not all the employing authorities which are involved with the four institutions covered by the committee can be represented on it, the committee will have to ensure that there are adequate arrangements for reporting to and taking the views of those employing authorities. In view of the importance of the role of the local committees, the Government regards it as essential that each should be chaired by a person who is independent of the institutions which it covers. CATE will be in touch with each institution in the near future about its participation in the local committee.

8. The Government attaches great importance to the role of the local committee in fostering partnership between teachers, employing authorities and institutions, as well as in the critical scrutiny of the courses of the institutions it covers.

Accreditation procedure

9. New courses will normally be considered first by the local committee, which will scrutinise them in the light of the new criteria and commentary and any guidance on points of principle or precedent issued by CATE. If the local committee recommends a course for approval it will then be considered by CATE who, if they agree with the recommendation, will submit the course to DENI for its approval.

10. The local committee will keep existing courses under review and will need to establish a programme for doing so. Institutions should not delay because of this but should begin to adapt their existing courses to meet the new criteria as soon as possible. Where they consider that substantial changes are required they should consult the local committee, which may in turn wish to consult CATE, as to whether the changes proposed are of such magnitude that the course should be submitted for re-accreditation.

11. As well as scrutinising all new courses in the light of local committee reports, DENI expects that CATE will wish to call in each year a sample of existing courses for direct review.

12. In the initial stages of the operation of the new procedure, CATE will negotiate a gradual transfer of responsibility to local committees for certain aspects of the criteria. For some aspects the transfer may be immediate and for others it may be delayed until the new system is working smoothly. CATE will also supervise the work of local committees to ensure consistency in their approach and will advise local committees on points on which they seek advice.

13. The Government intends to review the local committee arrangements after they have been in operation for two years.

Revised criteria

14. The revised criteria are set out in Annex A to this Circular. They come into force on 1 January 1990. Guidance for institutions on their interpretation and implementation is offered in the commentary at Annex B.

15. The revised criteria are intended to be clearer in form and content than their predecessors. They are also directed more towards outputs: towards statements of what students should be able to show they know, understand and can do by the end of their training.

16. The criteria and commentary throughout reflect the importance of the Common Curriculum and the need for newly-trained teachers to be able to contribute to its delivery on entering employment. As the areas of study of the Common Curriculum are developed, institutions should review the content of courses to ensure that students are adequately equipped to deal with them. Courses should also be in line with the statutory documents and should reflect the non-statutory guidance which will be available from the Northern Ireland Curriculum Council and the Northern Ireland Schools Examinations and Assessment Council.

17. The revised criteria and the commentary reflect many of the detailed comments made during the period of consultation. Two major changes should be noted in section 5. First, the new criteria provide that 100 hours shall be devoted to science, in place of the proposal that 100 hours should be devoted to science and design and technology taken together. Design and technology is now to be covered in the same way as the other aspects of the Common Curriculum apart from English, mathematics and science, to each of which 100 hours must be devoted.

18. Secondly, the criteria will continue to require that training in the teaching of religious education should be included in the programmes of all students on primary courses as it is under the 1985 criteria.

19. There are specific references to the position in Northern Ireland at:

CRITERIA: Section 5, Para 5.3, Note 2
Section 6, Para 6.7(iii)

COMMENTARY: Section 2, Para 5
Section 5, Para 7

The importance that the Government attaches to Education for Mutual Understanding and Cultural Heritage is highlighted in these references and institutions should ensure that their courses meet these criteria in order that they may be accredited by CATE and approved by DENI.

Role of DENI Inspectorate

20. The Inspectorate will continue to inspect initial teacher training at the Colleges of Education and to visit the university Departments of Education. Arrangements for the dissemination and publication of their findings will be put in place. A member of DENI Inspectorate will also continue to act as assessor to CATE and to the local committee. This will help to provide an overview of the new system and to exercise a form of national moderation on the application of the criteria. The Inspectorate will also continue to be available to advise institutions informally on their courses and course development.

Resource Implications

21. DENI is aware of the additional resource implications of the new criteria and accreditation procedures, in particular of the enhanced school experience requirement for relevant academic staff, and will take account of them in the financial provision made for the institutions in Northern Ireland.

E M POWER
Assistant Secretary

CRITERIA FOR THE APPROVAL OF INITIAL TEACHER TRAINING COURSES

Introduction

- i. The criteria set out in this document apply to all courses, the successful completion of which leads automatically to the award of Qualified Teacher Status in England and Wales or Northern Ireland and replace those set out in DES Circular 3/84, Welsh Office Circular 21/84^a, Department of Education for Northern Ireland (DENI) Circular 1985/20^b, DES Teacher Training Circular letter 7/84^c and DENI Circular letter dated 18 July 1985^d. Compliance with the criteria is necessary for courses to be approved as courses leading to Qualified Teacher Status.

Commentary

- ii. The criteria are accompanied by a commentary. The commentary is not part of the criteria but institutions are asked to have regard to it when planning and running courses.

Contents

- iii. The criteria and the commentary are set out in sections as follows:
 1. Co-operation Between Institutions, Local Authorities and Schools
 2. Students' School Experience and Teaching Practice
 3. Phase and Age Range
 4. Subject Studies and Subject Application to Pupils' Learning
 5. Curriculum Studies in Primary Courses
 6. Educational and Professional Studies
 7. Selection and Admission to Initial Teacher Training

Courses can only be assessed against the criteria insofar as the aspects to which they relate are identifiable. The criteria in Sections 2, 4, 5 and 6 are set out, for convenience, under the traditional main components of courses but in coherently planned courses various elements might often be integrated, or distributed over the duration of the course.

Definitions

- iv. In this document:
- “course” means a course leading to a degree or other qualification, the award of which entitles a student to the conferment of Qualified Teacher Status;
 - “institutions” means colleges, polytechnics and universities which provide courses leading to an award which entitles a student to the conferment of Qualified Teacher Status;
 - “year” means an academic teaching year; in the case of one-year postgraduate courses, the year is a minimum of 36 weeks;
 - “subject studies” means the academic subject or subjects studied at a level and depth appropriate to higher education; these are the subjects in which student teachers specialise during their courses;
 - “curriculum studies” means the component in a primary phase course comprising the study of how to teach subjects of the basic curriculum other than students’ subject specialisms;
 - “subject application” means the study of the application of subject specialisms to teaching, assessment and learning in schools.

Footnotes:

- a. “Initial Teacher Training: Approval of Courses”, DES/WOED, April 1984
- b. “Teacher Education: Approval of Courses of Initial Training”, DENI, May 1985
- c. “Training in a Second Subject for Intending Secondary Teachers”, DES, October 1984
- d. “Training in a Second Subject for Intending Secondary Teachers”, DENI, July 1985

SECTION 1: CO-OPERATION BETWEEN INSTITUTIONS, LOCAL AUTHORITIES AND SCHOOLS

1.1 Institutions should establish links with local authorities and a number and variety of schools, and should develop and run the professional and educational aspects of courses of initial teacher training in close working partnership with those schools.

1.2 Institutions should ensure that experienced teachers from schools are involved in:

- i. the planning of initial teacher training courses and in their evaluation;
- ii. the selection of students; and
- iii. the supervision and assessment of students' practical work (see criterion 2.5);

and that they are:

- iv. invited to make contributions as appropriate to lectures, seminars or other activities in the institutions' courses.

1.3 Institutions should satisfy themselves that teachers are appropriately prepared before they undertake such activities.

1.4 Institutions should ensure that staff concerned with subject application and educational and professional studies have recent experience of teaching in schools, and maintain and develop that experience.

1.5 School teaching experience which such staff undertake should be relevant to their particular phase, subject or other specialisms. By the beginning of academic year 1992-93 institutions should ensure that this experience is the equivalent of not less than one term in every five years. In the meantime it should at the minimum amount to the equivalent of not less than 35 days in every five years.

SECTION 2: STUDENTS' SCHOOL EXPERIENCE AND TEACHING PRACTICE

2.1 Courses should include a substantial element of teaching practice and other school experience in more than one school. In total, this should be at least:

- in undergraduate and postgraduate courses lasting three years or less; and
- in four-year concurrent undergraduate courses (ie where the teacher training element accounts for the equivalent of about one year and leads to the award of a separate Certificate of Education) ... 75 days
- in all other four year courses ... 100 days

2.2 There should be practical classroom experience during the first term of a course.

2.3 All courses should include a sustained period of teaching practice. In the case of courses lasting two years or more there should be such a period in the final year.

2.4 Those parts of Subject Application work, Curriculum Studies and Educational and Professional Studies courses which take place in institutions should be closely linked to students' practical experience in schools.

2.5 Institutions should have a written policy statement which sets out the roles of tutors, heads, teachers, employers, and students in relation to students' school experience (see criterion 1.2 iii).

2.6 No degree or other qualification attracting qualified teacher status should be awarded unless the student has demonstrated a satisfactory standard of practical classroom work, including the ability to secure that effective teaching and learning can take place and to manage pupil behaviour (see criterion 6.5).

SECTION 3: PHASE AND AGE RANGE

3.1 Courses should prepare students to teach either wholly or mainly in primary schools or wholly or mainly in secondary schools.

3.2 Secondary courses should normally cover the age ranges 11-16 or 11-18.

3.3 Primary courses should normally cover the age ranges 3 or 5-12 and within such courses there should be an emphasis either on the age range 3 or 5-8 or 7-11 or 12.

SECTION 4: SUBJECT STUDIES AND SUBJECT APPLICATION TO PUPILS' LEARNING

4.1 The content of the subject studies in students' courses should be at a level appropriate to higher education and should provide them with teaching strengths appropriate to the primary or to the secondary school curriculum and the age range for which they are being trained. All courses should also include training in the application of the student's subject specialisms to the teaching and assessment of pupils. This should be additional to the time spent on subject studies and should include some structured school experience.

4.2 For primary phase undergraduate courses the minimum periods allocated should be the equivalent of 1^{1/2} years for subject studies and 1/2 year for subject application. For primary phase postgraduate courses the subject studies relevant to the school curriculum should be 1^{1/2} years within the student's initial degree but no minimum time is specific for subject application.

4.3 For secondary phase undergraduate and postgraduate courses the minimum periods should be the equivalent of 2 years for subject study and one-third year for subject application.

4.4 For students on secondary phase undergraduate courses the subject studies should be in no more than two subjects. In primary phase undergraduate courses the subject studies should be in not more than three subjects.

4.5 Subject studies work should develop in students:

- i. an understanding of the underlying principles of their specialist subject or subjects;
- ii. an appreciation of the phase of their subject or subjects in the primary or secondary curriculum or appropriate; and
- iii. a breadth and depth of subject knowledge extending beyond the demands of programmes of study or examination syllabuses in schools.

4.6 All courses should include training in the application of students' subject specialisms to the teaching and assessment of pupils. This training should be additional to the time spent on subject studies and should include some structured school experience. In undergraduate courses for intending primary teachers, the length of this training should not be less than half a year full-time or its equivalent. In both undergraduate and postgraduate courses for intending secondary teachers the corresponding time should be not less than one-third of a year full-time or its equivalent. For postgraduate courses for intending primary teachers no minimum time is specified for applications work.

4.7 On completion of their course students should be able to:-

- i. plan a sequence of lessons in the subject or subjects covered by their "subject application" work, throughout the age range for which they have been trained;
- ii. teach and assess these subjects to the level appropriate to the top of that age range; and
- iii. provide advice on subject content and approaches to teaching their subject or subjects to colleagues who have specialised in other subjects.

SECTION 5: CURRICULUM STUDIES IN PRIMARY COURSES

5.1 The criteria in this section apply except to the extent that a student's "subject application" work as specified in criterion 4.4 already covers one or more of the subjects concerned.

5.2 Courses for primary phase students should prepare students so that they can teach and assess the core subjects of the National Curriculum to the attainment targets appropriate to the age range for which they are being trained. In every primary course at least 100 hours should be devoted to the teaching of mathematics, 100 hours to English and 100 hours to science. Work in each of these three subject areas should include a minimum of 60 hours contact time (including in the case of English, adequate attention to knowledge about the structure and workings of the language), supplemented by work in school and directed private study.

5.3 Primary courses should also prepare students so that, with suitable support and guidance from more experienced colleagues, they can plan individual lessons within given schemes of work in design and technology, history, geography, art, music, religious education and physical education (see note 2) and teach to the level required by the National Curriculum and assess the achievement of pupils in all foundation subjects.

NOTES

1. In Wales students should have the opportunity of pursuing courses in Welsh as a first or second language. For Welsh speaking students being trained to teach Welsh as a first language, provision should be made for a course in Welsh comparable in scope and aims to that stipulated in English, regardless of the subject studies students are pursuing.
2. In Northern Ireland training should prepare students to teach the “Areas of Study” specified - English, mathematics, science and technology, the environment and society, creative and expressive studies and, in Irish-medium schools, language studies (Irish) - and also the “Cross-curricular Themes”. Training should take account of attainment targets contributing to the Areas of Study.

SECTION 6: EDUCATIONAL AND PROFESSIONAL STUDIES

6.1 This element in courses should develop in students competence in key professional skills. It should also enable students to appreciate their task as teachers within the broad framework of the purposes of education, the development and structure of the education service, the values and the economic and other foundations of the free and civilised society in which their pupils are growing up, and the need to prepare pupils for adulthood, citizenship and the world of work.

6.2 On completion of their course, students should be aware of the links and common ground between subjects and be able to incorporate in their teaching cross-curricular dimensions (eg equal opportunities, multi-cultural education and personal and social education) themes (eg environmental education, economic and industrial understanding, health education and the European Dimension in education) and skills (eg oracy, literacy and numeracy).

6.3 Courses should prepare students for teaching the full range of pupils and for the diversity of ability, behaviour, social background and ethnic and cultural origin they are likely to encounter among pupils in ordinary schools. On completion of their course students should have developed:

- i. an understanding of the different ways in which pupils develop and learn and the ways in which pupils’ work can be planned to secure clear progression;
- ii. the ability to set appropriate objectives for their teaching and their pupils’ learning;
- iii. the capacity to use a range of teaching methods appropriate to the different abilities and other needs of pupils and organise their work accordingly;
- iv. the capacity to identify gifted pupils and pupils with special educational needs or with learning difficulties; and to understand the ways in which the potential of such pupils can be developed; and
- v. skills in the evaluation and recording of pupil performance, including in particular the testing and assessment requirements related to the National Curriculum and, where relevant, the preparation of pupils for public examinations.

Students should learn to guard against preconceptions based on the race, gender, religion or other attributes of pupils and understand the need to promote equal opportunities.

6.4 On completion of their course, students should be able to teach controversial issues in a balanced way.

6.5 All courses should contain compulsory and clearly identifiable elements of practical training which will develop in students skills in the effective management of pupil behaviour. Such training should include specific, institution-based elements on the acquisition of group management techniques.

6.6 On completion of their course, all students should be able to select and make appropriate use of a range of equipment and resources to promote learning. In particular, all courses should contain compulsory and clearly identifiable elements which enable students to make effective use of information technology (IT) in the classroom and provide a sound basis for their subsequent development in this field. They should be trained to be able to -

- a. make confident personal use of a range of software packages and IT devices appropriate to their subject specialism and age range;
- b. review critically the relevance of software packages and IT devices to their subject specialism and age range and judge the potential value of these in classroom use;
- c. make constructive use of IT in their teaching and in particular to prepare and put into effect schemes of work incorporating appropriate uses of IT; and
- d. evaluate the ways in which the use of IT changes the nature of teaching and learning.

6.7 Courses should also cover other aspects of the teacher's work, including:

- i. the pastoral, contractual, legal and administrative responsibilities of teachers, including the preparation of teachers to detect the maltreatment of children and an awareness of the health and safety of pupils;
- ii. means of developing and sustaining links with parents;
- iii. the school in its wider social context, including issues of culture, gender and race. In Northern Ireland, this element in courses should cover "Education for Mutual Understanding" (EMU) and cultural heritage. Students in the Northern Ireland Colleges of Education should undertake joint work in these areas, and all students in Northern Ireland should have experience of EMU in schools of both major traditions;
- iv. the significance of links between schools and the wider community; including those between schools, local businesses and the world of work; and
- v. the structure and legal framework of the education service.

- 6.8 All courses should have as explicit objectives to secure that students recognise:
- i. the need to maintain their professional competence through regular updating and in-service training during their teaching careers; and
 - ii. that as members of the staff of the schools in which they will serve they should expect both to help and to draw on the support of their colleagues and other agencies eg in matters of discipline and curriculum development.

SECTION 7: SELECTION AND ADMISSION TO INITIAL TEACHER TRAINING COURSES

Selection Procedures

- 7.1 Institutions should have adequate procedures to ensure that candidates possess the personal and intellectual qualities suitable for teaching, and the physical and mental fitness to teach.
- 7.2 In all stages of selection, institutions should ensure that equal opportunities are given to every candidate, irrespective of race, nationality or gender.
- 7.3 No candidate should be admitted for a course without a personal or group interview.

Entry Requirements

- 7.4 Institutions should satisfy themselves that all entrants:
- i. are able to communicate effectively in spoken and written English and where appropriate Welsh; and
 - ii. have attained in mathematics and in English language the standard required to achieve a grade C in the GCSE examination.
- 7.5 In the case of postgraduate courses, institutions should satisfy themselves that:
- i. entrants hold a degree of a United Kingdom university or the CNAAB or a recognised equivalent qualification; and
 - ii. the content of entrants' initial degrees is appropriate to the primary or secondary school curriculum and to the subject or subjects and age range for which they will be trained.
- 7.6 In the case of extended postgraduate courses designed to equip students with a specialism in a "shortage subject" by an extension of the "subject study" in their initial degree, institutions should ensure that the content of candidates' initial degrees includes at least one year of full-time higher education study in the field of the appropriate subject specialism.
- 7.7 In the case of undergraduate courses, institutions should satisfy themselves that, subject to criteria 7.8 to 7.10:

- i. entrants fulfil the normal academic requirements for admission to first degree studies; and
- ii. entrants intending to teach secondary pupils hold an A level pass, or equivalent, appropriate to their intended main subject specialism or specialisms.

7.8 In the case of shortened BEd courses designed for students with some experience of higher education short of the standard of a recognised degree, institutions should satisfy themselves that entrants have satisfactorily completed at least one year of higher education in the appropriate subject or subjects.

7.9 Institutions may admit to undergraduate courses mature students who lack the conventional entry qualifications for first degree studies where they are satisfied as to the intellectual capacity of the student to complete a degree course successfully.

7.10 Where institutions admit such students, they should be able to demonstrate that they have carefully considered the basis on which such entrants are admitted and that the academic and professional standards of courses will not be compromised in order to accommodate such students.

COMMENTARY

SECTION 1: CO-OPERATION BETWEEN INSTITUTIONS, LOCAL AUTHORITIES AND SCHOOLS

1. Close co-operation between schools, local education authorities and initial teacher training institutions leads to better training of student teachers for their future careers and provides valuable staff development for institutions and schools. Where possible, institutions should build long-term partnerships with individual schools which will foster collaboration and training opportunities. Arrangements should be reviewed regularly to ensure that the benefits to institutions and schools are maintained.

Involvement of Teachers in ITT Courses

2. The involvement of experienced serving teachers in the initial training of teachers provides student teachers with a chance to meet and work with a range of practitioners who can provide different examples of teaching methods and styles. Serving teachers stand to gain through contact with developments in curriculum thinking and from the fresh insights of the students and teacher trainers with whom they work. The activities related to initial teacher training in which serving teachers participate are a valuable form of staff development.

3. Institutions should ensure that the role of serving teachers in guiding students during their periods of school experience, and particularly in the supervision and assessment of students' practical work, is understood by all those involved. Such teachers should see a large part of the work of students on teaching practice and other school experience. The assessment of students should be a shared judgment, in which the views of both serving teachers and teacher trainers are given full weight.

4. The involvement of serving teachers in selection should not be confined to assisting institutions in drawing up or revising their selection procedures and guidelines. Teachers should, when possible, be directly involved in interviewing candidates for initial teacher training. They can make a valuable contribution to the assessment of candidates' potential in relation to the current and changing needs of schools. If students are given the opportunity as part of the selection process to visit schools, teachers can be involved in assessing students' reactions to this experience. "Serving teachers" would include not only classroom teachers but also heads and deputy heads and also teachers on secondment to study for higher degrees at the institution.

5. There are skills specific to the teaching of young and mature adults at the level of higher education. Serving teachers and newly appointed tutors may need help in acquiring these skills.

6. The preparation of serving teachers for their involvement in teacher training should be the joint responsibility of the institution, the senior staff of the school and employers. In some of the most effective examples of partnership between schools and institutions, the institution, in collaboration with all the relevant staff in the schools, has produced a written statement or a handbook on the role of teachers in the course, particularly in the supervision and assessment of students, which has also been

available to students. There is evidence that the absence of such a document can lead to less effective supervision and assessment of students' teaching practice.

School Experience for ITT Tutors

7. The requirement in criterion 1.5 applies to all tutors responsible for subject application work, Curriculum Studies and Educational Studies, but not to staff responsible only for Subject Studies. Tutors, as well as practicing teachers, are seen as role models by students. Long absence from teaching in school creates the risk that tutors will lose confidence in their own classroom skills and that their tutorial work will become detached from the professional needs of students. If tutors maintain and develop their teaching experience they will ensure that the training which they provide for students reflects the changing curricula and needs of schools.

8. Institutions should have staff development programmes which offer tutors appropriate teaching and other school experience. This might take the form of block or serial experience but preferably both. Although not all school experience needs in strictness to be in classroom teaching, this should form the major element in each tutor's development programme and such work should be closely related to tutors' normal work with student teachers. Institutions should take account of tutors' own wishes in undertaking school experience. They should also ensure that it is systematically evaluated in terms of the benefits to schools and pupils as well as to tutors' work in the training of students.

9. The report of the Elton Committee of Enquiry into Discipline in Schools^e (the Elton Committee) recommended that tutors should have regular classroom teaching experience equivalent to one term in every five years. In response the Secretary of State announced that he intended to set a clear national standard. The criteria embody the Elton Committee recommendation but propose that where they do not already achieve it institutions should move towards it over the period up to the beginning of academic year 1992. Institutions should devise programmes for achieving this objective.

Footnote

e. "Discipline in Schools", HMSO 1989

SECTION 2: STUDENTS' SCHOOL EXPERIENCE AND TEACHING PRACTICE

1. The figures for the amount of school experience in criterion 2.1 are minimum figures and institutions should seek to provide much more than these minima wherever possible.

2. Students should be encouraged to gain some school experience before their course begins. This could involve visits to meet serving teachers and to observe good practice and might include experience of both primary and secondary schools. This can help students to decide whether they have teaching potential and whether they have chosen the right subject specialisms and age range.

3. School experience during the course should relate to the full age range for which students are being trained and to the subject or subjects which they are being trained to teach. Other age ranges may be included where appropriate to extend their awareness of the work of teachers. Students should work with pupils with a wide range of abilities in a variety of schools and should have the opportunity to become fully involved in schools' daily routines.

4. Institutions should ensure that school experience is used as far as possible to illuminate students' educational, professional and curriculum studies and their applications work. All school experience should be carefully structured and prepared in advance and arrangements should be made for the evaluation and assessment of all practical work.

5. Care should be taken to ensure that student teachers are not handicapped by being placed in schools which are unable to provide appropriate experience. In particular, it is important that students are supervised by good practitioners. Where possible institutions should try to ensure students obtain experience of multi-racial schools. In Northern Ireland, all students should have experience of working in schools of both major traditions. LEA officers and advisers are often able to advise on the suitability of individual schools for teaching practice and other school experience.

6. School experience should include a substantial amount of class teaching which should include opportunities for whole class teaching early in the course. There should be a period of sustained teaching practice of not less than 20 days towards the end of the course, in which the student should be given the opportunity to teach a whole class without the responsible tutor or supervising teacher present. Possible patterns for this sustained teaching practice include full-time blocks or a specified number of days each week. If a part-time pattern is chosen, the time spent should be a minimum of two days a week but preferably more. Students should have the opportunity to build up a relationship with classes over time in the same way as serving teachers.

7. Institutions should satisfy themselves that students' practical work in schools, particularly during final teaching practice, demonstrates a level of competence appropriate to a newly-qualified teacher entering the period of induction.

8. Institutions should ensure that they have appropriate arrangements for counselling students who meet difficulties in their teaching. Where appropriate, students should have the opportunity to repeat early teaching practice. If it is concluded that a student is not suited to teaching, arrangements should be made for the student to withdraw from the course as soon as possible. Institutions should, in the case of undergraduate students, seek to provide places on alternative courses of higher education.

9. Institutions' policy statements required by criterion 2.5 should cover arrangements for planning, preparation, supervision and assessment of school experience and procedures for its evaluation and review. Statements should be in sufficient detail to be of practical assistance to all concerned in the assessment of students.

SECTION 3: AGE RANGE

1. It is generally recognised that courses which aim to cover the whole primary age range of 3-11 or 3-12 often do not cover adequately all of its sub-phases. The criteria are not, however, intended to tie the division of the primary age range to Key Stages 1 and 2 of the National Curriculum, since continuity between phases is important. Some courses have also been designed in collaboration with LEAs which use a particular form of school organisation, eg middle schools, where the age of transfer does not match the Key Stages.

2. Some primary courses are designed to cover only the age range 5-8 since the institution lacks staff qualified to cover the years below 5 and in LEAs where it is practicable to provide school experience the age admission remains the beginning of the term after the pupil's fifth birthday.

Institutions

3. Some secondary courses or subject specialisms are designed to cover only the age range 11-16, since in the LEAs where it is practicable to provide school experience the predominant form of school organisation for the 16-19 age range is tertiary. It may also be the case, where students take two subject specialisms, that the content of one of the subjects does not prepare the students for sixth form teaching.

SECTION 4: SUBJECT STUDIES AND SUBJECT APPLICATION TO PUPILS' LEARNING

1. The "subject studies" in the BEd degree, in the original degrees held by PGCE students and in the post 'A' level study of entrants to shortened undergraduate courses are essential elements in both the professional training and the personal education of teachers. Mastering a subject, or an area of learning, provides students with confidence in their own ability and facilitates more effective teaching, better learning experiences for pupils and better planning and organisation of the subjects within the school curriculum.

Content of subject studies

2. The title and the content and ambit of the subject studies in a student's degree will not always match closely those of the subjects in the National Curriculum. However the content of their subject studies provides the basis for their work throughout their future teaching careers. It is therefore essential that subject studies include substantial elements clearly related to the curriculum of the age range for which students are being trained. It is also important that the subject studies element of a course related to lower age ranges should not be constituted from subjects which would not be found in the school curriculum for those years.

3. Courses for students intending to specialise in "early years" cater for the needs of the age range 3-8 years, and thus include pupils to whom the requirements of the National Curriculum apply. Although the curriculum for under fives is not usually defined in subject terms it is still necessary for the teacher to be able to teach number and language work, and aspects of science, design and technology, history, geography, art, music, religious education and physical education. In courses for intending early years teachers as in other courses these subjects should be treated, as appropriate, as subject studies or curriculum studies. "Child development" however should be treated as an aspect of educational and professional studies.

Undergraduate secondary phase courses

4. For intending secondary teachers on undergraduate courses, the criteria provide that the time to be spent on subject studies should be the equivalent of at least two years full-time and the number of specialisms which may be studied is limited to two. This reflects the knowledge and understanding

which students will require in order to be able to teach in schools. There are areas of academic study which, while proper to higher education, are remote from or represent only a very small part of the school curriculum. Where these are offered as subsidiary subject studies, they should be available only to students taking a main subject to which they are related in the basic curriculum.

Undergraduate primary phase courses

5. For intending primary teachers on an undergraduate course, the criteria provide that the amount of time to be spent on subject studies should be at least one and half years. This reflects not only the extent of the knowledge and understanding which primary teachers will need in order to teach their specialist subject or subjects, but also the fact that most primary teachers, except for some teachers in the upper years of some primary schools, will be required to teach the whole or most of the curriculum rather than just their specialist subject area and that time must also be allowed within the course for curriculum studies (see section 5 below).

Breadth of curriculum to be covered in subject studies on primary courses

6. The criteria do not specify the number of subject specialisms which primary teachers may take. One of the needs of schools, particularly in response to the National Curriculum, will be for teachers who are able to take the role of “curriculum leaders”. Such teachers will advise their colleagues and co-ordinate the work of the school in particular areas of the curriculum. In smaller schools, teachers may need to take the lead in several subjects. It is therefore likely that the training which will prove most useful to intending primary teachers will enable them to specialise in more than one subject. It is important, however, that the primary phase student should not attempt a subject study programme which is too broad. Where, three subjects in the National Curriculum are studied, institutions should ensure that they are related and that their study is therefore mutually reinforcing. Where the subjects are not related in this way the student’s programme should comprise no more than two subjects. Where more than one subject is included in a student’s subject study programme, and the subjects are not studied to the same depth, the minimum time for any one subject should be the equivalent of half a year.

Deferment of selection of subject studies on primary undergraduate courses

7. In some institutions it is possible for students on primary courses to delay the selection of their subject studies until the second year. This arrangement enables students to demonstrate, through work on curriculum studies, whether they have sufficient interest and ability to pursue subjects other than those in which they have the highest entry qualifications. Such an arrangement can be particularly useful to increase the numbers of primary students who are prepared to take shortage subjects such as mathematics, science or technology as their subject studies.

Subject application

8. Both undergraduate and postgraduate courses should include training in the application of specialist subjects to the teaching and assessment of pupils. This aspect is sometimes called “subject method” in secondary training. Application work in primary courses should include the role of curriculum leader. For primary postgraduate courses, the criteria specify no minimum time for applications work in view of the other demands on the time available. It is important in all courses that

the element of applications work undertaken in schools should include, in addition to teaching practice, other forms of school experience related to the specialist subject or subjects. In primary courses, this is particularly important if the opportunity for students to teach their subject specialisms during normal teaching practice is restricted.

9. Subject studies in undergraduate courses and subject application work should take account of the Statutory Orders in respect of all National Curriculum subjects as they are introduced and related non-statutory guidance from, as appropriate, the Department of Education and Science and National Curriculum Council; in Wales the Welsh Office Education Department and the Curriculum Council for Wales; and in Northern Ireland the corresponding material from the Department of Education for Northern Ireland Curriculum Council.

10. The competence statements in criterion 4.7 are intended to be challenging, but recognise that newly-trained teachers will only be able to do so much. These competences will be developed and extended during a teacher's career.

SECTION 5: CURRICULUM STUDIES IN PRIMARY COURSES

1. Primary teachers usually have to teach the whole of the basic curriculum - that is all the foundation subjects of the National Curriculum for the primary phase plus religious education, subject to a teacher's right not to teach this subject on grounds of conscience - whichever subject or subjects they have covered in their "subject studies" (see section 4 of the criteria). The object of the "curriculum studies" component in primary courses is to enable trained teachers to teach those parts of the basic curriculum which were not covered by their subject studies and subject applications.

2. Institutions should consider whether they are able to provide training in collective worship in conjunction with students' work on Religious Education since this is an essential part of the work of schools.

3. The requirements of criterion 5.3 will entail careful planning if they are to be satisfied within the time available on primary phase courses. It is not envisaged that all foundation subjects can be covered to the same depth or breadth, especially in postgraduate courses. However, institutions should ensure that all students have a significant amount of directed study in each subject. Where coverage has to be limited in any way, institutions should ensure that the first employers and, where appropriate, head teachers of their students are told because teachers are likely to require considerable support in those subjects from experienced colleagues in their first year of teaching.

4. Criterion 5.1 recognises that primary courses should avoid duplication in the ground covered by subject studies, subject application and curriculum studies. Where "curriculum studies" and "subject application" elements are planned jointly to form a coherent course, students should be required to follow both elements. Institutions should not allow students to omit any component of their "curriculum studies" unless they are certain that no important aspects of their training are thereby missed out.

5. Primary curriculum studies should take account of the Statutory Orders in respect of all National Curriculum subjects as they are introduced and related non-statutory guidance from the Department of Education and Science and National Curriculum Council; in Wales, the Welsh Office

Education Department and the Curriculum Council for Wales; and, in Northern Ireland, the corresponding material from the DENI and the Northern Ireland Curriculum Council.

6. The requirement in Section 5 regarding provision to prepare students to teach or support the teaching of Welsh as a first or second language is in conformity with the National Curriculum in Wales, in which Welsh is a foundation subject in all schools and a core subject where the predominant medium of instruction of the individual school is Welsh. Preparation to teach Welsh as a first language is confined to students who are or can quickly become fluent in Welsh and is at present available at the three institutions able to provide training almost entirely through the medium of Welsh, ie UCW Aberystwyth, Bangor Normal College and Trinity College, Carnarthen. Regardless of their subject studies, students trained through the medium of Welsh at these institutions should pursue a course in Welsh language which is comparable in scope and aims to curriculum studies in English. (Their course must also contain the 100 hours English element of study). Students trained at these institutions through the medium of Welsh would have received preparation for teaching in schools where Welsh is taught as a first language. Preparation to teach or support the teaching of Welsh as a second language should be available as an additional study in all institutions in Wales. Both courses should take account of the relevant National Curriculum Statutory Order for Welsh and supporting non-statutory guidance. Subject studies and curriculum studies in institutions in Wales should also take appropriate account of the environment and the unique cultural heritage of Wales.

7. Likewise, in Northern Ireland, curriculum studies should reflect the cross-curricular themes, in particular cultural heritage and Education for Mutual Understanding and should also take account, as appropriate, of the needs of Irish teaching in Irish-medium schools - and in other schools which so choose.

SECTION 6: EDUCATIONAL AND PROFESSIONAL STUDIES

1. In designing the educational and professional studies elements of courses, institutions should ensure that they are clearly linked to students' school experience, so as to enable them to develop both a full range of competences and the ability to analyse and evaluate their own performance.

2. Students should be made aware of all the cross-curricular aspects recognised by the National Curriculum Council, the Curriculum Council for Wales or the Curriculum Council for Northern Ireland. Institutions should take account of any reports or guidance issued by the curriculum councils on these aspects of the curriculum.

3. In particular, courses should enable students to acquire sufficient knowledge about the structure and workings of the language to enable them to assist the development of pupils' communication skills through the subjects they teach. Institutions should take account of the report and recommendations of the Kingman Committee on the Teaching of English Language^f.

4. Institutions should also have regard to relevant European Community Resolutions, and particularly those concerning the European Dimension in Education^g and Health Education^h.

^f "Report of the Committee of Inquiry into the Teaching of the English Language", HMSO, 1988.

^g "Resolution of the Council and the Ministers of Education Meeting within the Council on the European Dimension in Education" (88/C177/02), European Commission, May 1988.

5. Students should be introduced to a variety of types of learning difficulty and ways in which they can be eased or overcome. They should be able to use appropriate teaching methods and styles in a range of situations.

6. Students should be trained to recognise outstanding ability in pupils, for example, intellectually or in the performing arts or physical activities, and to be aware of different ways in which such ability can be developed, both within and outside the school curriculum. They should be trained to adapt their teaching methods and styles as appropriate.

7. Students should also be made aware of the limitations which schools face in helping pupils with learning difficulties and gifted pupils. They should be able to judge when to seek assistance from colleagues and be aware of the variety of other services which might be used.

8. Institutions may find it helpful to draw up a written equal opportunities policy, and will also be interested in the report published in June 1989 by the Equal Opportunities Commissionⁱ which relates specifically to initial teacher training.

9. Students should learn the importance of classroom management and different models of classroom organisation. Students should be able on completion of the course to:

- manage children individually, in groups and as a whole class so that work is carried out in a responsible and orderly manner;
- differentiate work according to the range of abilities and attainments within a given teaching group or class;
- employ a range of teaching methods appropriate to a whole class, groups or individuals;
- match teaching methods to learning activity and pay due attention to pace;
- establish good working relationships with classes and individual pupils;
- communicate clearly and intelligently with pupils orally and in writing; and
- evaluate the effectiveness of their teaching in the light of pupils' responses and made appropriate adjustments.

10. Students should be enabled to observe and understand the transitional periods in pupils' school careers appropriate to the age phase of their course, that is, as appropriate the transition from preschool to primary school and from primary to secondary and the links between secondary and further education.

^h "Resolution of the Council and the Ministers of Education Meeting within the Council concerning Health Education in Schools" (89/C3/01), European Commission, November 1988.

ⁱ "Formal Investigation Report: Initial Teacher Training in England and Wales", EOC, June 1989.

11. Institutions should consider the implications for courses of the report of the Elton Committee and its specific references to the study of group behaviour and the use of peer group support.
12. Institutions should also consider the recommendations of the expert group on information technology in initial teacher training^j.
13. The monitoring and assessment of pupils' performance is an important part of the responsibility of all teachers. Institutions should ensure that students are aware of the requirements of the National Curriculum and their implications for assessment at all stages. In the light of advice from the School Examinations and Assessment Council, students should also learn how to assess pupils' progress against the National Curriculum attainment targets and how to record and report pupils' progress, particularly in terms of the statutory requirements for National Curriculum assessment. Consideration of assessment should include, in secondary courses, an introduction to the principles employed and methods used in public examinations, including in particular the development of some competence in the assessment of course work within the context of the examination system. On completion of the course, students should be able to undertake a reasonable range of types of assessment for formative and summative purposes, and be able to record them appropriately.
14. Students should understand the nature, purpose and practice of pastoral care, be introduced to basic counselling skills, be ready to undertake the administrative and pastoral duties of a class teacher and be given the opportunity to observe experienced teachers in their contacts with parents. If possible, they should consider the role of, and meet, members of Governing Bodies of schools. With respect to the maltreatment of children, institutions should consider particularly the guidance issued in DES Circular 4/88^k.
15. Students should be made aware of the range of agencies and other facilities with which schools co-operate including social services, police, transport undertakings, health services, school meals services, school psychological services, youth and community services, sports facilities and museums. They should also understand as appropriate the role of support services within schools, for example classroom assistants, media resource officers, laboratory technicians etc.
16. Students' appreciation of the importance of school-industry links may be enhanced through practical experience of industry and commerce before and during their courses. Such experience can also be beneficial for the tutors themselves. Institutions should ensure that students' awareness is developed through work in school experience and educational and professional studies work as well as, where possible, in subject application work. Institutions should be aware of the various national and regional projects which are being undertaken and the materials that have been and are being produced in this area for use both in teacher training courses and in staff development for teacher trainers.

SECTION 7: SELECTION AND ADMISSION TO INITIAL TEACHER TRAINING COURSES

1. Responsibility for assessing candidates' suitability for admission to courses lies with individual institutions. Institutions should ensure that advertising or publicity relating to courses or to the

^j "Information Technology in Initial Teacher Training", HMSO, 1989.

^k "Working Together for the Protection of Children from Abuse: Protection within the Education Service", DES July 1988.

institution itself makes clear that all applicants will be treated in the same way. Further general guidance on equal opportunities in selection may be found in the Codes of Practice of the Equal Opportunities Commission and the Commission for Racial Equality.

Selection Procedures

2. An assessment of personal qualities is particularly important in selecting intending teachers since their ability to teach and to manage classes depends on the relationships they form with children and with their teacher colleagues. The personal qualities which selection procedures are designed to explore should include: a sense of responsibility; a robust but balanced outlook; the potential ability to relate well to children; sensitivity; enthusiasm and a facility for communicating. Some evidence of these qualities may be obtained from application forms, references and any other records of candidates' relevant experience. Institutions may also wish to look for other qualities in candidates.

3. Institutions should satisfy themselves as to the suitability of all candidates to work with children. DES Circular 12/88^l (Welsh Office Circular 45/88) on the protection of children gives guidance on selection procedures in relation to the previous criminal records of candidates for entry to teaching. This issue has a bearing particularly on the suitability of students to undertake teaching practice and other forms of school experience.

4. Arrangements for assessing the physical and mental fitness to teach of candidates for initial teacher training are set out in DES Circular 1/88^m and DENI Notes of Guidance TR55ⁿ. Should any doubts arise about the ability of a disabled candidate to perform satisfactorily in the subject or age range in which the candidate intends to specialise, institutions should follow the advice given in paragraph 5 and Appendix 2 of DES Circular 1/88.

5. Interview panels should include specialists appropriate to the age range and subject which the candidate wishes to teach and other staff who will see a range of candidates in different specialisms and phases, with a view to securing consistent standards. Where possible, serving teachers should also be involved in the interview - see also section 1.

6. The criteria do not require that interviews should be offered to all applicants for courses: candidates may be rejected without an interview but no candidate should be accepted without an interview. Where candidates are unavailable for interview, for example if they are overseas, due attention should be paid to references and other information. However, if a place is offered, in these circumstances it should be conditional on a final confirmatory interview immediately prior to the course.

Entry Requirements

7. Institutions should be able to assess candidates' oral and written communication skills through their selection procedures.

^l "Protection of Children: Disclosure of Criminal Background of Those with Access to Children", DES/WOED, December 1988.

^m "Physical and Mental Fitness to Teach of Teachers and Entrants to Teacher Training", DES, January 1988.

ⁿ "Notes for Guidance for Medical Examiners when Completing Medical Report (Form PH) TR55", DENI.

8. The requirement under criterion 7.4ii is not that candidates have to hold an examination pass at grade C or above in the GCSE, but that they have attained the standard required. A list of examinations regarded as equivalent to GCSE grade C in English and Mathematics is available from the Universities Council for the Education of Teachers. Institutions should be prepared to assist candidates who do not hold a GCSE pass at the requisite level or its equivalent but are otherwise acceptable, to attain the required standard before starting the course, and to undertake the assessment of candidates' ability themselves.

9. In selecting entrants to postgraduate courses, institutions should pay particular attention to the content and breadth of study of candidates' initial degree courses to ensure that they contain substantial elements which will enable candidates to contribute directly to the school curriculum of the age range for which they will be trained. In the case of primary courses, it is important to bear in mind that students may become curriculum leaders in their subjects for the whole school.

10. Specialist qualifications in special educational needs and educational psychology should be acquired after initial teacher training and a period of experience. In the case of educational psychologists, the appropriate route is a first degree in psychology recognised as such by the British Psychological Society, followed by a postgraduate certificate in education.

11. Criterion 7.7ii is not meant to imply that A levels must match precisely the subject specialisms which candidates are intending to teach. Thus 'A' levels in the physical sciences or mathematics may be appropriate for an intending teacher of technology.

12. Students admitted other than by conventional entry routes often benefit from access courses designed to prepare them for higher education and should be encouraged, where appropriate, to make use of such opportunities. Institutions should bear in mind the need for appropriate tutorial support for such students throughout initial teacher training.

MODEL CONSTITUTION FOR THE NORTHERN IRELAND LOCAL COMMITTEE

Remit

1. The Northern Ireland Local Committee is charged with:
 - i. considering courses of initial teaching training at Stranmillis College, St Mary's College, Queen's University and the University of Ulster (the four institutions) which require approval by the Department of Education for Northern Ireland (DENI) against the criteria for initial teacher training established by the Department;
 - ii. proposing to the Council for the Accreditation of Teacher Education (CATE) whether or not such courses should be approved;
 - iii. scrutinising approved courses at the above-mentioned institutions to ascertain whether they continue to satisfy the criteria; and reporting the findings to CATE;
 - iv. developing and sustaining links between the participant institutions, employing authorities and schools; and
 - v. submitting to CATE an annual report of its activities and such other reports as CATE may require.

Relations with CATE

2.
 - i. In discharging its remit, the Northern Ireland Local Committee shall take account of:
 - a. CATE's required format for presenting proposals and reports;
 - b. guidance issued by CATE.
 - ii. Members and the secretariat of CATE shall have the right to attend meetings of the Committee.

Composition of the Committee

3. Subject to paragraph 3, the Committee's membership shall be made up as follows:
 - i. up to 2 representatives of each of the 4 institutions appointed by each; and
 - ii. an equal number of members from each of the following categories, to be appointed jointly by the 4 institutions:
 - a. teachers from schools which have links with the participating institutions through initial teacher training and INSET;

- b. representatives nominated by employing authorities which have links with the participating institutions;
 - c. representatives from the staff of higher education institutions who are not employed in teacher training Departments or Faculties; and
 - d. persons who are, or have been, engaged or employed in business, industry or any other profession or in any other field of employment, or who represent persons so engaged or employed.
4. The membership of the Committee shall be subject to the following conditions:
- i. the membership of the Committee shall not exceed 22 members;
 - ii. the composition of the Committee shall be such that the total of members appointed under category 3(i) above are at least one fewer than the total of members appointed under category 3(ii);
 - iii. the membership of the Committee shall be subject to confirmation by CATE; and
 - iv. each member shall be appointed for a maximum of 3 years, and may be reappointed for further terms of membership.

Assessors and Observers

5. One DENI Inspectorate assessor will be assigned to the Committee. Alternative assessors will be permitted to attend in the assigned assessor's absence.
6. DENI shall have the right to send an observer to any meeting of the Committee.

Representation of Institutions when their Courses are Considered

7. The Committee shall, when it is considering a particular institution's course or courses of initial teacher training, permit such representatives of that institution (in addition to those who are members of the Committee) to attend the relevant meetings as the institution shall determine.

Appointment of Chairman

8. At the first meeting of the Committee the members shall appoint a Chairman from amongst their number, provided that he or she is not a member from any of the 4 institutions. At subsequent meetings, in the absence of the Chairman, members shall appoint an acting Chairman from amongst their number, provided again that he or she is not a member from any of the 4 institutions.
9. The Chairman shall be appointed for a maximum of 3 years and may be reappointed for further terms as Chairman.

Quorum

10. Meetings of the Committee shall be quorate if at least two-thirds of its members are present.

Notes

- a. Members appointed under 3((ii)b) above may include both Education and Library Board members and officers.