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Professor John Furlong,

Oxford University.

Dear Professor Furlong,

INITIAL TEACHER TRAINING – REVIEW IN WALES – EVIDENCE

FROM THE ASSOCIATION OF DIRECTORS OF EDUCATION IN WALES (ADEW)

I apologise that you have not received, more promptly, a note of the points covered at the evidence meeting on behalf of ADEW. A summary follows:-

Context

- LEAs in Wales are diverse in nature but there are a number of common features:-

- Ageing Teacher workforce.

- Comparatively low levels of teacher turnover in many schools

- Comparatively stable school organisation (although more restructuring will undoubtedly occur)

Issues from the Perspective of the LEA – Demand and Supply

Supply

- Supply exceeds demand and appears unplanned
- Potentially good teachers are qualifying for unemployment
- Young teachers have limited opportunities and are being bruised by the process
- We are wasting an expensive educational investment
- There is poor strategic management of the process
- Forecasting and planning is ineffective
- It is clear that the advertisements promoting the image of the profession [combined with new pay structures] are working
- Problems exist in many areas in terms of the supply of Welsh-medium teachers.

Demand Side

- Limited turnover despite ageing workforce
- Recognised need for new skills, new opportunities [Welsh Baccalaureate etc:]
- Financial insecurity of schools constrains good investment decisions [despite advice from LEA]
- Schools are moving to dependency in a core staffing model
- This has resulted in a supply teaching "boom" which is not to the benefit

of schools or the profession as agencies proliferate

- There is less early retirement and fewer vacancies as a consequence of tighter pension regulations.

Issues – Supply

- How do we reduce the supply in Wales without eliminating the source of that supply i.e. not losing capacity, just reducing numbers?
- Can our excess supply be used to fill training gaps elsewhere in the UK, most of the knowledge and skills are transferable?
- Who is accountable for controlling supply. What is the relationship between teacher training institutions, LEA's and ELWa?
- What is the long term view on Teaching Training requirements given current age profiles, pupil numbers and constraints in early retirement?
- How do we meet the immediate needs of those individuals who are aspiring young teachers or mature entrants are already in the system?
- Can we secure and ring fence funding to ensure appropriate posts are available?

Issues – Demand

- Can the current NQT opportunities in schools be supported for the future?
- Who is accountable for a 10 year teaching workforce plan in Wales – this is needed?
- Are there regional, subject, phase difficulties which need to be addressed now [Welsh Medium]?
- How do we constrain the use of supply teachers [should ex teachers who have been out of LEA employment for 3 years undergo compulsory GTC accreditation to register as supply]?
- To what content are the changes in education provision which are already "in process" addressed in Teacher Training institutions [numbers and skills]?

Conclusions

1. A need to reduce existing levels of Teacher Training in a managed way which does not damage future capacity.
2. Establish a basis for funding NQT for 3 years. Ring fence this so that funding is secured.
3. Incentivise schools to accept NQT's who are already in the system.
4. Consider how to reduce dependence on supply and a core staffing model.
5. Offer an alternative to existing supply agencies through collaboration between LEA's.
6. Reduce number of supply teachers through a GTC co-ordinated accreditation system.
7. Establish clear responsibility for developing a coherent teaching workforce plan. Include Teacher Training, LEA and ELWa representation.

I hope this helps and I look forward to receiving your recommendations.

Yours sincerely,



BRYAN JEFFREYS

DIRECTOR OF LEARNING & DEVELOPMENT