

Carwyn Jones AM
National Assembly for Wales
Cardiff Bay
Cardiff CF99 1NA
19 July 2019

Dear Mr Jones AM,

Following your request for written comments regarding teacher training and qualifying to teach in Wales on the 26th June 2019, at the Culture, Welsh Language and Communications Committee, I am sending the following. I would be very happy to discuss these general comments further with you.

UCAC believes that it will be increasingly difficult for teachers and trainee teachers trained outside Wales to be able to teach in Wales without a period of additional training.

It is very important to consider the following when evaluating the situation:

1. The Curriculum for Wales is a long way away from the National Curriculum in England, and is likely to be a very different system to others around the world, for example:
 - a very significant pedagogical change, with considerable flexibility for teachers within a specific framework and an emphasis on a mix of knowledge, skills and experiences
 - an inter-disciplinary approach within broad Areas of Learning and Experience, rather than specific subjects
 - the importance of awareness of local issues, and Welsh issues, within an international context and across the curriculum
 - very different assessment arrangements, with the emphasis very much on the formative rather than the summative
2. Increasingly, linguistic expectations and provision to develop Welsh language skills will form part of initial teacher education courses, in order to work towards a workforce with sufficient linguistic skills to give learners the best opportunities to become fluent, bilingual citizens.
2. Although no decision has yet been made on qualifications in Wales following the introduction of the Curriculum, we could see significant changes to align with a Curriculum for Wales, including a broader, interdisciplinary approach.
3. There is already an expectation that those who have taken a break of five years or more from teaching will receive training to be able to re-register with the Education Workforce Council and resume their careers (e.g. the 'Further Professional Development for Returning and Supply Teachers' course at the University of

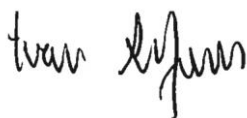
South Wales). We argue that if there is an expectation for those who have trained in Wales and taken a career break to undertake 'transitional'/'refresher' training, it is perfectly logical to expect those who have not been trained in Wales to do the same in order to be eligible to teach in Wales.

4. It is important to note that teachers/trainee teachers who have qualified in England (or in other countries beyond Scotland) may not necessarily enter teaching in schools in Scotland without further qualifications; each case is decided individually by the General Teaching Council for Scotland.

It is important to state that we are not trying to create barriers to teacher mobility; we know that recruiting sufficient numbers of teachers (and retaining them in the profession) is a long-term challenge, and we would not want to make the situation worse. On the contrary, we want to ensure that all learners in Wales are prepared for the challenging and important task that lies ahead – for the sake of the learners, but also for fairness for the teachers themselves.

If we want to have the most competent workforce possible, steeped in the values and principles of our education system here in Wales, we believe it is increasingly necessary to require teachers to either have their initial education in Wales, or have undertaken a (relatively short) 'transitional' course in order to be eligible to teach here.

Yours sincerely,



Ioan Rhys Jones,
North Wales Field Officer, UCAC

cc: Bethan Sayed AM, Chair, Culture, Welsh Language and Communications Committee
Lynne Neagle AM, Chair, Children, Young People and Education Committee