



INITIAL TEACHER EDUCATION FOR THE FUTURE

WHY DO WE NEED TO CONSIDER ITE FOR THE FUTURE?

- The nature of learning has changed and is continuing to evolve
- The learning sciences are challenging our understanding about how people learn best, and the kind of learning environments that empower our young people
- The nature of teaching has changed. Being an educator is more complex than it has been understood to be in the past
- As practising professionals for the future, educators will need to consider the social nature of learning; diversity and difference; building horizontal connections; assessment for learning; challenge and growth; keeping the learner at the centre; and the role of emotions in learning
- We need to fundamentally redesign how we recruit, select and educate the profession as we prepare for the future of learning
- We need to reconceive how we support the ongoing development of the teaching profession as it responds to the demands of a rapidly changing world

WHAT AREAS WILL BE CONSIDERED?

- Setting standards for graduating teachers that are clear about what a graduate needs to be able to demonstrate
- Ensuring there is a clear and managed pathway from graduation through to full certification
- Providing greater confidence about assessment of graduate outcomes
- Addressing the design of ITE programmes. This will include forming a position on how a post-graduate qualification would become the benchmark for the teaching profession
- Designing and supporting better quality practicums
- Considering best and emerging practice around the assessment, approval and monitoring of ITE programmes with a stronger focus on graduate outcomes
- Strengthening requirements for entry to ITE programmes
- Proactively managing the supply of new graduates
- Managing the network of provision and encouraging greater coherency and collaboration between programmes to ensure that overall system needs are well met

WHAT IS THE TIMEFRAME FOR CHANGE?

JULY 2016

- Council brings groups of key stakeholders together

AUGUST/SEPTEMBER 2016

- Shared work programme is agreed
- Governance of work agreed
- Quick wins identified and commissioned
- Longer-term work commissioned

SEPTEMBER 2016

- First report to the sector

MARCH 2017

- Second report to the sector