Supporting excellence in initial teacher education in further education and skills

Case study for projects

ABOUT YOUR PROJECT

1. Project title
'Two-for-one'
Creating new pathways to teaching mathematics/numeracy and English/literacy/language in post-14 education.

2. Project summary (max 50 words)
This may be the same as in the original submission, but please amend in light of changes you may have made during the duration of the project.

The project aimed to develop and strengthen subject-specific initial teacher education for post-14 English and mathematics. Working with subject experts, it developed new integrated routes to qualifying in preparation for QTS/QTLS for either:
English (Functional English, literacy and ESOL) or
Mathematics (Functional maths, numeracy and GCSE/GCE maths)

3. Your ITE provision (approx 200-300 words)
Describe the ITE provision you are offering from September 2012, including as a result of the project: number of students (predicted or estimated if not confirmed), accreditation, delivery methods and target audience

The ITE provision involved in this project is part of a programme of generic and subject specific courses for those wishing to train to teach in the lifelong learning sector. The two subject specific courses, which started in October 2012, generally operate separately but have been planned on a similar model and share teaching resources at various points within the programme. Different modes of attendance are offered: full- time for one year; part time for two years or (for those who are part-qualified) part time for one year with a pre-entry module and an APEL process. Although there is extensive use of a VLE to support teaching, most delivery is face to face. Accreditation is through assignments attached to each of the 4 modules and is offered at level 6 and level 7.
The course content is delivered at the Institute of Education, London with teaching practice arranged in two ways.
- Weekly training groups[1] with 6 trainees in each group.
- Individual teaching placements led by a subject specific mentor

Training groups consist of two hours of shared teaching/ assisting/observing teaching and two hours planning and evaluating the teaching together in sessions led by a teacher trainer from a partner college.

- **Literacy and ESOL**

31 trainees were recruited for this course. All trainees cover 2 levels of literacy (Entry level 1-3 and Level 1 or 2) and two levels of ESOL (Entry level 1 or 2 and Entry level 3 or Level 1) during their time on course.

- **Mathematics with Numeracy**

20 trainees were recruited for this course. All trainees cover post 14 mathematics and numeracy curricula including the adult numeracy core curriculum Entry levels 1-3, 1 and 2, Functional Mathematics and Key Stage 4 / GCSE mathematics.

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[1] Casey, H et al (2007) Getting the practical teaching element right: a guide for literacy, numeracy and ESOL teacher educators London: NRDC

4. Resources used *(you may decide upon the level of detail to be provided here)*
Outline the resources used to run this provision (outlined in 3 above) including: teaching time, resources used, tutoring/mentoring etc.

Where possible please provide a cost for these resources.

Development costs

- LSIS development grant of £59,875. 73% on IOE costs including marketing, 27% on partner costs.

On-going costs

This section gives an overview of the level of staffing on the programme, which is set to fully cover costs this year. This does not include the LSIS development grant, which was used to reshape the provision and to market the new opportunities.

The staffing described covers both new courses and also includes continuing second year students who started training in 2011/12. One feature of the provision has been to integrate attendance of first and second year students on the same modules, as described in more detail below.

Overall
The core staff team of 2.5 FTE is consists of 7 fractional IOE staff. There are also 7 hourly-paid teacher trainers who link input of theory with work in training groups and a further 11 training group staff in partner colleges. In addition we work with specialist placement mentors in learning providers across London. This is for 65 FTE trainee teachers across two year groups.

Session delivery
- Module 1 for FT plus year 1 PT trainees (48 individual students) – each session involves 2 staff for ESOL and Lit, 1 for Mathematics with Numeracy
- Module 2 for FT plus year 1 PT trainees (48 individual students) – each session involves 2 staff for ESOL and Lit, 1 for Mathematics with Numeracy
- Module 3 for FT plus year 2 PT trainees (83 individual students) – each session involves 2 staff for ESOL and Lit, 2 for Mathematics with Numeracy
- Module 4 for FT plus year 2 PT trainees (83 individual students) – each session involves 3 staff for joint sessions across both programmes

Training classes
6 training classes for ESOL / Lit, 4 training classes for Mathematics with Numeracy
Payment to partner colleges to allow for 2 hours for 30 weeks support of each training group which includes 4 observations of practice. In additional tutorial time is offered.

Placements
Payment to partner colleges to support placements includes 2 observations

Trainee support
Time allocated per trainee for: assignment support and ongoing tutorials. Modules 1and 2 are shared between partner colleges (for training groups) and IOE (for assignments), Modules 3 and 4 are supported by IOE staff only. Nearly 10 hours of tutorial time per trainee is provided across each course.

5. Achievement against aims and objectives of project, and lessons learnt *(approx 400 words)*
The main purpose of these projects was to set up new sustainable models of delivery of ITE (DTLLS and equivalents) which will:
- support providers to develop new and sustainable models of delivery to the highest quality standards;
- create efficient models of delivery, while maintaining fitness for purpose, with a focus on creating excellence in teaching and learning;
- develop ITE provision which is attractive, and affordable, to new trainees and employers and stimulate new partnerships and increased co-operation between subject associations, employers and providers.

Please comment on how well you believe your project has addressed these overall aims and objectives by answering the questions below. Any supporting evidence will be welcome here.

- What lessons have I learnt in terms of efficiency, quality improvement, costing and affordability?
- How can I implement the outcomes from this project in other similar provision?
- In what ways has technology been used to support the delivery? What advice would you give in terms of where it should be used and in what ways? (Answer only if applicable.)
- What should be avoided? What doesn't work?

The programme run by the IOE since 2007 had been highly successful, but returned a deficit and would have been cut had there been no change. To make it more sustainable the programme needed to attract more trainees and provide more cost effective delivery.

The idea of offering two courses/qualifications for the price of one was successful in a number of ways:

1. Developing the programme
   Two new programmes, satisfying appropriate professional standards were written and validated by the university. They were devised in consultation with partner colleges and interested professional organisations. The extra LSIS resourcing was crucial in enabling this process to take place within the timescale. The ability to satisfy a variety of routes through one programme provides efficiencies and flexibility.

2. Recruitment.
   The programme has been developed to provide a variety of routes, with shared delivery which allows efficient use of scarce resources and flexibility to adapt to future demands of both trainees and the sector. At a time when there was some concern that limited employment opportunities and fee rises would hamper recruitment, we found that we recruited well for both courses and met our targets. In particular, the new full-time route was a surprisingly popular option. In the past we have run part-time programmes because we believed that this was what satisfied local needs, particularly in the light of adults retraining to become teachers. What we are not yet clear about is whether the choice of full-time attendance is due to the current financial situation and is therefore temporary or whether it reflects a longer term trend.

2. Course content
   Offering two for one proved popular among applicants. In providing two subjects at once, there is a need to rethink curriculum coverage and delivery
   When offering two subjects it is impossible to provide coverage in the same way as when offering subjects separately. There is a need to prioritise key aspects of the curriculum and also to promote independent study. We anticipate that what is lost through reduced delivery time will be gained through additional teaching practice experience and support.

3. Teaching practice

We have developed a workable model of teaching practice that gives student teachers access to the complex range of teaching experience required to qualify in two subjects at once. Teaching practice is developed with local partners in a range of post-14 provision and involves two models of practical teaching experience.

A training group of up to 6 trainees that involves collaborative planning, teaching and shared evaluation and reflection coupled with individual placements in classes with a specialist mentor. This model has to allow for dealing with two subjects and at least two different levels in each subject in a range of different teaching contexts. Although this is an effective model for providing a range of useful experience, it is very complex to organise. We are still working on providing experience in mathematics at key stage 4. Close relationships with training group providers enable productive sustainable partnerships to be maintained on an ongoing basis.

6. Advice to others
This case study will be made available to other providers via the Excellence Gateway. Please outline any advice you would wish to give to others who may be inspired to develop a similar model by answering the questions below. Where possible please highlight any resources (publicly available) that may be of use to others.

- What difference has this project made to our knowledge of running affordable and excellent ITE programmes as an organisation?
- What, if any, further developments are you considering as an organisation following on from this project?
- Will this project result in sustainable improvement? If so, how?
- How can the lessons learnt in this project be applied to other provision?
- What lessons are there about the strategic use of technology for ITE?

It was necessary to be able to set time aside to make comprehensive changes to the programme within such a short timescale.

Course content
- Prioritisation of content is challenging and involved a great deal of discussion and negotiation with all staff involved (particularly in bringing together the separate traditions of Literacy and ESOL)
- When considering priorities, it is important to keep learner needs at the centre of the content
- It needs to be clear to trainees from the beginning of the course that independent study is a crucial part of the programme (and they need to be reminded frequently)
- There is a need to ensure that tutorial time and time for discussion doesn't get lost when time is tight

Teaching practice
- Training groups are a very intensive way of organising teaching practice, they are very rewarding and cost effective, but they can be very demanding and challenging for both trainers and trainees
- We believe that if trainees are qualifying in both literacy and ESOL they need to have practical experience in both subjects, at more than one level and in a range of contexts as far as possible
- Obtaining Key stage 4 mathematics placements is problematic and competes with secondary mathematics placements. Consider pairing up trainees.

Partnerships
- Good partnerships are crucial. Time spent in setting up and maintaining partnerships is essential
- A range of types of provision is necessary
- The model we have developed is efficient and flexible but complex to establish and will require ongoing maintaintenance.

7. Contact information
Please provide contact information of the author of this case study and state whether you are willing to answer queries from others.

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Irene Schwab   i.schwab@ioe.ac.uk

We are willing to answer questions from others

8. Resources available for others
Please provide details of the resources that can be made available to other providers as a result of this project. Examples may include teaching and learning resources, handbooks, spreadsheets to calculate costs, flyers and recruitment materials, procedure documents etc. These should be referenced in this report and submitted at the same time.

Course information in appendices

1. Routes through the programmes
2. Modules and overview of content
3. ESOL and literacy year overview
4. Mathematics with numeracy year overview
5. Training class grid overview for 15 weeks used on mathematics with numeracy (ESOL and Lit have 10 week blocks)

Links to publicity

http://www.ioe.ac.uk/study/IPGC_AL999P.html
http://www.ioe.ac.uk/documents/brochures/PGCE_Post-compulsory_Literacy-ESOL_-_IPGC_AL999P_-_More_Information.pdf
http://www.ioe.ac.uk/study/IPGC_EDM99P.html
http://www.ioe.ac.uk/documents/brochures/PGCE_Post-compulsory_Mathematics-Numeracy_-_IPGC_EDM99P_-_More_Information.pdf

Routes to PGCE Literacy and ESOL + Mathematics with numeracy

| Full time route | • For pre-service applicants
• All 4 modules (120 credits) in one year |

| Part-time two year route | • For pre- and in-service applicants
• 2 modules (L6) in year 1
• 2 modules (L7) in year 2 |

| Part-time one year route | • For in-service applicants
• 2 modules + APEL & Frameworks module/ task in one year |

Appendix 2

Institute of Education PGCE Literacy and ESOL + Mathematics with numeracy	
Modules	
Oct-Dec	Feb- April
Module 1 Planning and enabling learning and assessment in the context of literacy & ESOL teaching/ mathematics & numeracy teaching Includes: • PTLLS • Planning and enabling learning • Enabling learning and assessment 30 credits L6 (H)	**Module 2** Theories and contexts for language & literacy or mathematics & numeracy learning Includes: • Theories and principles for planning and enabling learning • Literacy & ESOL or numeracy and the learners 30 credits 6 (H)
Nov-Jan	March-May
Module 3 ESOL & literacy or mathematics & numeracy theoretical frameworks and curriculum design Includes: • Curriculum development for inclusive practice • Literacy or ESOL theories and frameworks or Developing numeracy knowledge and understanding 30 credits L6 (H) or L7 (M)	**Module 4** Wider Professional Practice and Development Includes: • Continuing personal and professional development • Wider professional practice 30 credits L6 (H) or L7 (M)

Appendix 3

Institute of Education PGCE Literacy and ESOL overview 2012-13

		SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
FT			Mod 1				Mod 2				
				Mod 3				Mod 4			
			training group 1 15 hrs			training group 2 20 hrs			training group 3 15 hrs		
			placement 1 25 hrs					placement 2 25 hrs			

PT

		SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Yr 1			Mod 1				Mod 2				
			training group 1 15 hrs			training group 2 20 hrs			training group 3 15 hrs		

		SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Yr 2	Frameworks/APEL		Mod 3					Mod 4			
			work or placement 25 hrs				work or placement 25 hrs				

Appendix 4

Institute of Education PGCE Mathematics with numeracy overview 2012-13

		SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
FT			Mod 1				Mod 2				
				Mod 3				Mod 4			
			training group 1 25 hrs				training group 2 25 hrs				
			placement 1 25 hrs				placement 2 25 hrs				

PT

		SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Yr1			Mod 1				Mod 2				
			training group 1 25 hrs				training group 2 25 hrs				

		SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Yr2	Frameworks/APEL		Mod 3				Mod 4				
			work or placement 25 hrs				work or placement 25 hrs				

Appendix 5

Example training group activity grid
Amended depending upon circumstances

weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Student A	O	S	T	O	T	O	TO	O	T	O	S	TO	O	O	S
Student B	O	S	T	O	T	O	TO	O	T	O	S	TO	O	O	S
Student C	O	S	T	O	T	O	TO	O	S	T	O	O	TO	O	S
Student D	O	S	O	T	O	T	O	TO	S	T	O	O	TO	O	S
Student E	O	S	O	T	O	T	O	TO	O	S	T	O	O	TO	S
Student F	O	S	O	T	O	T	O	TO	O	S	T	O	O	TO	S

S means supporting   O means observe (with a variety of proforma)

T means teaching
(with formative   TO means teaching with formal observation
feedback)   (summative feedback