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Workforce Development Literacy, Numeracy and ESOL

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Initial training of teachers

- Looking back over the last decade
- Findings from research conducted for LLUK:
  - Survey of SfL teachers 2009
  - Recent trends in initial training
- Looking ahead – what are the issues?

Looking back

- 2001-03 Qualifications for all new teachers and additional subject qualifications for teachers of literacy, numeracy and ESOL
- 2007 Teacher education reforms – including a second set of changes for SfL with new literacy, numeracy and ESOL teacher qualifications
- A single integrated qualification now an option

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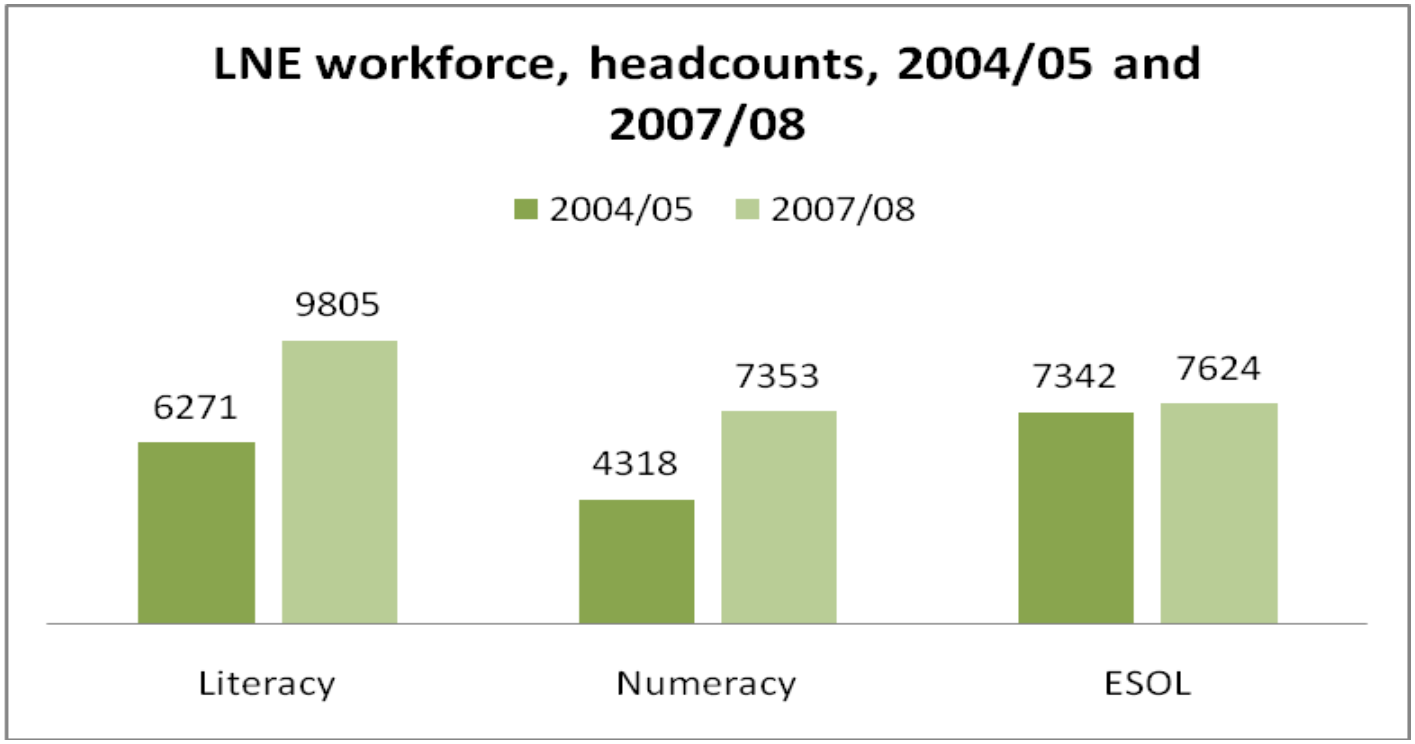
Size of workforce 2005-08



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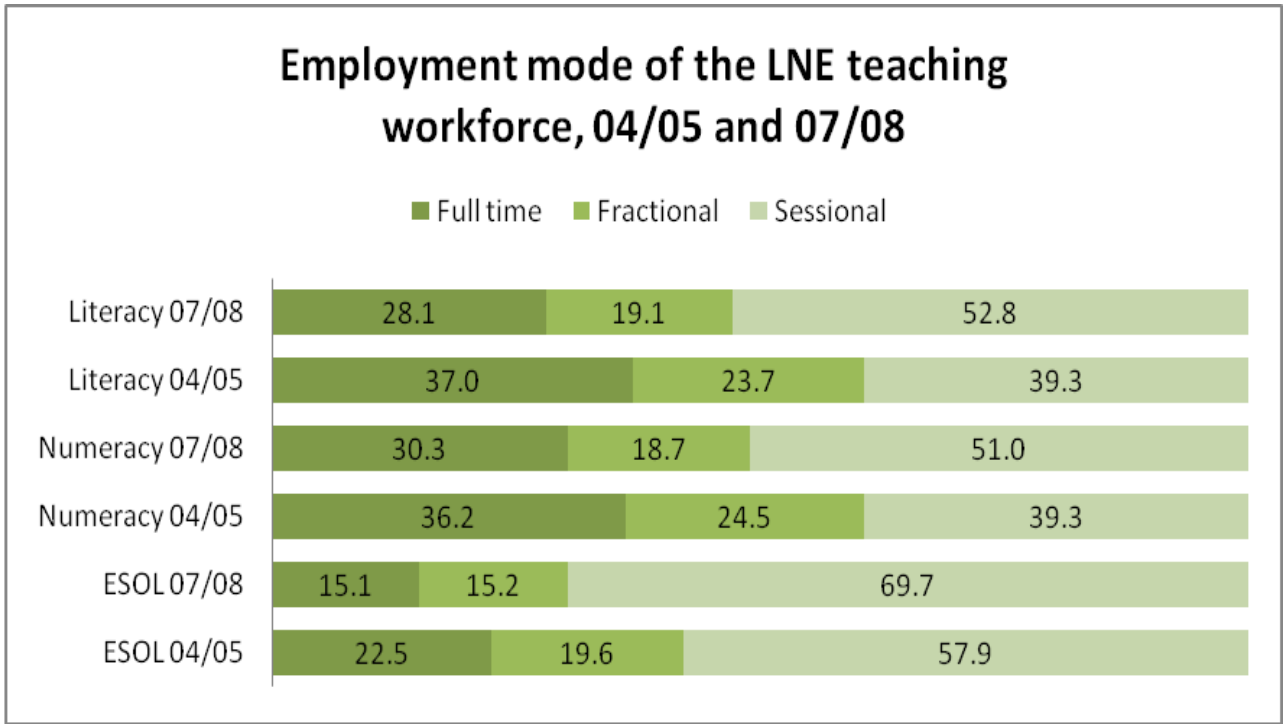
Increase in % of sessional teachers



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Qualifications – two elements

- Generic teaching qualification
- Subject specific qualification

In the language of the LLUK survey:

- Fully qualified = both
- Part-qualified generic = have generic but not subject
- Part-qualified subject = have subject but not generic
- Unqualified = neither

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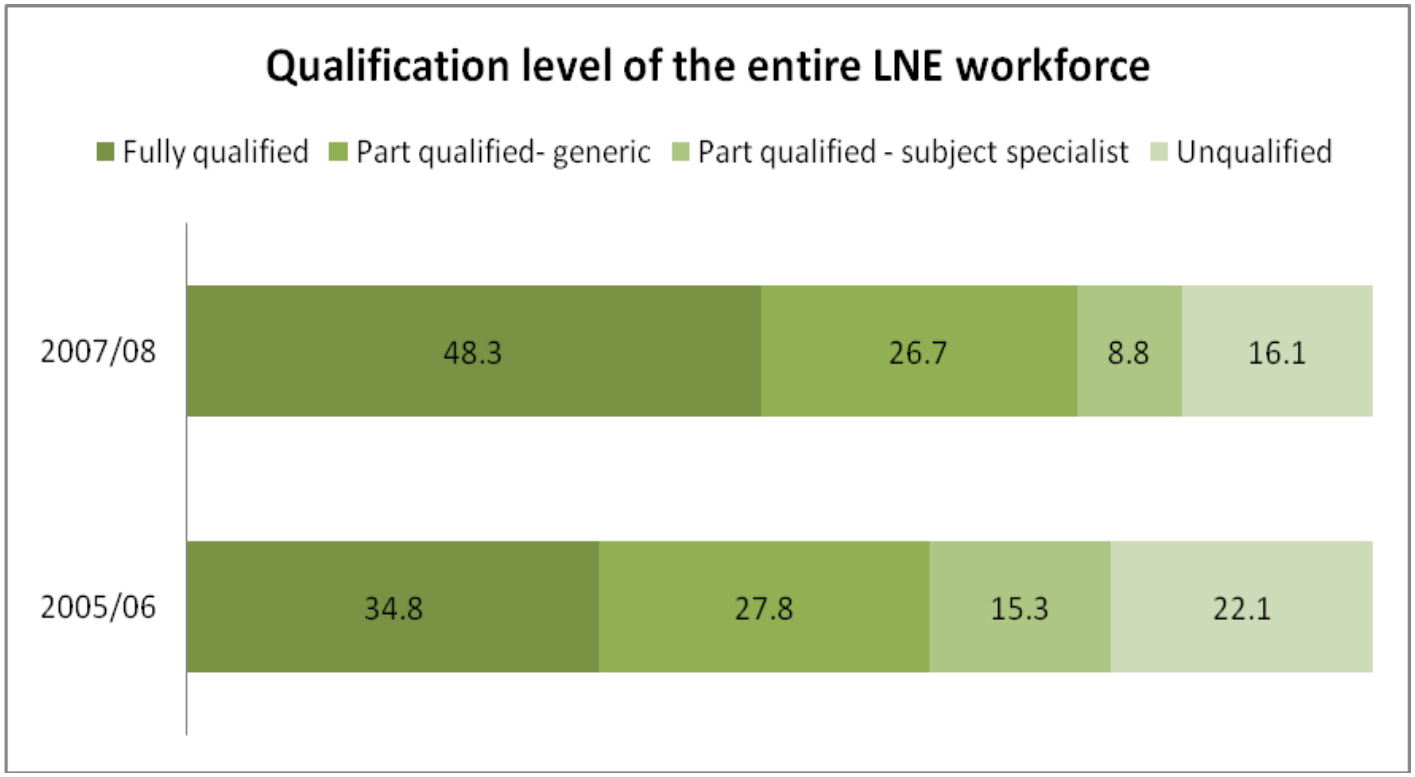
More qualified teachers, less unqualified



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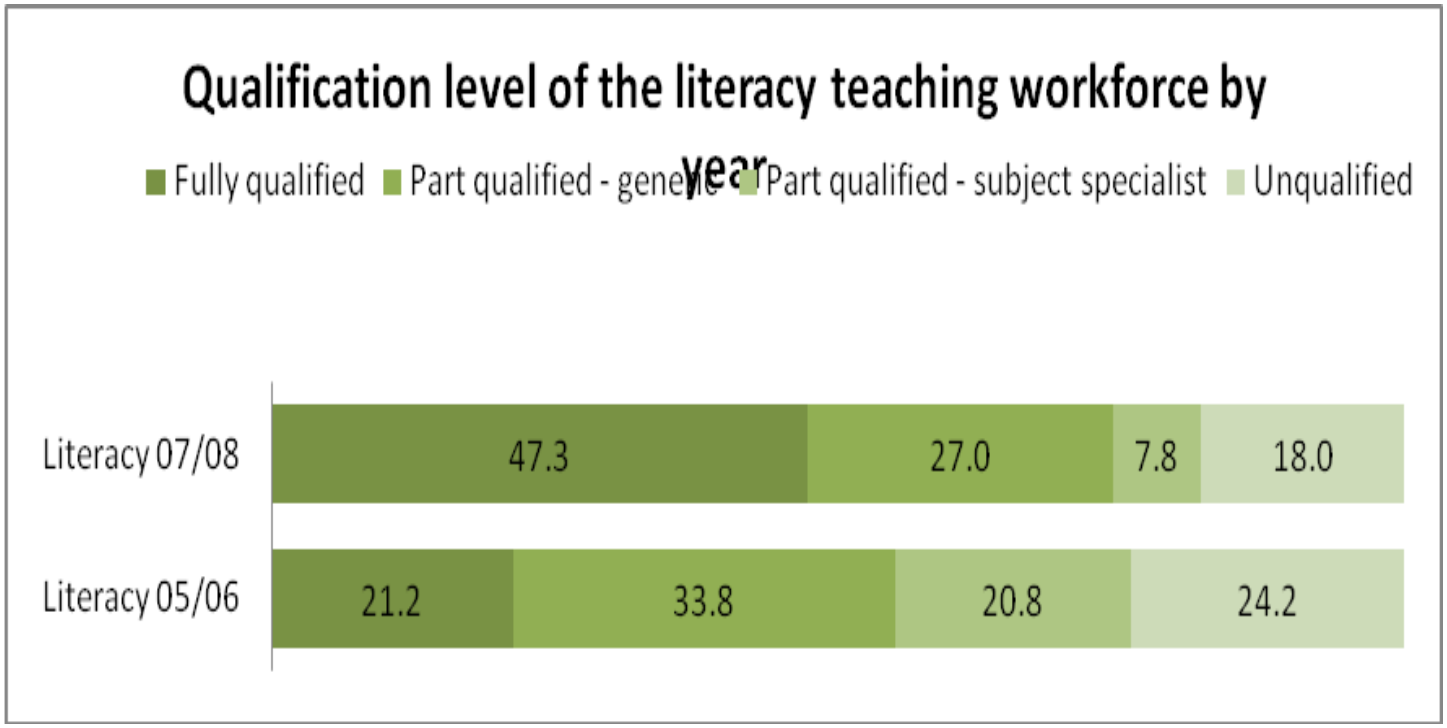
Literacy – % fully qualified has doubled



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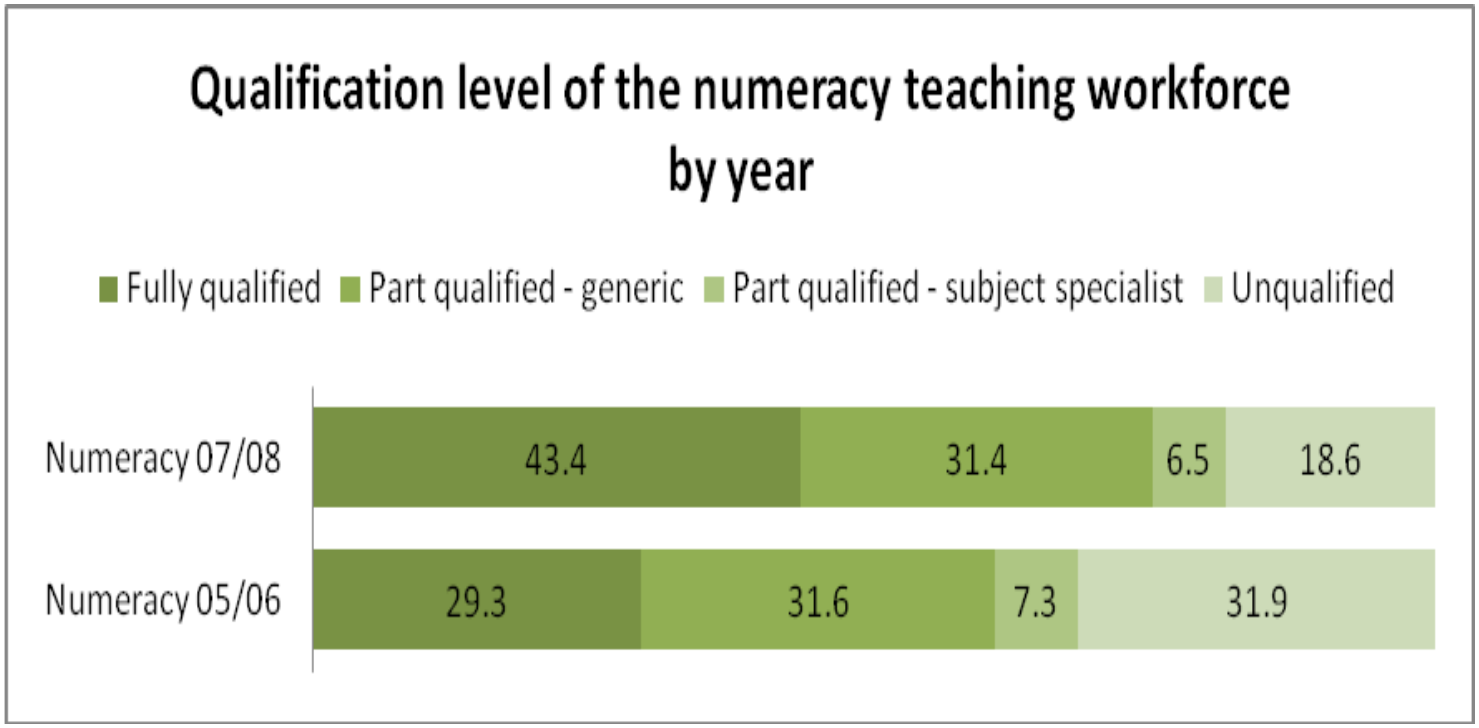
Numeracy –% unqualified teachers fell



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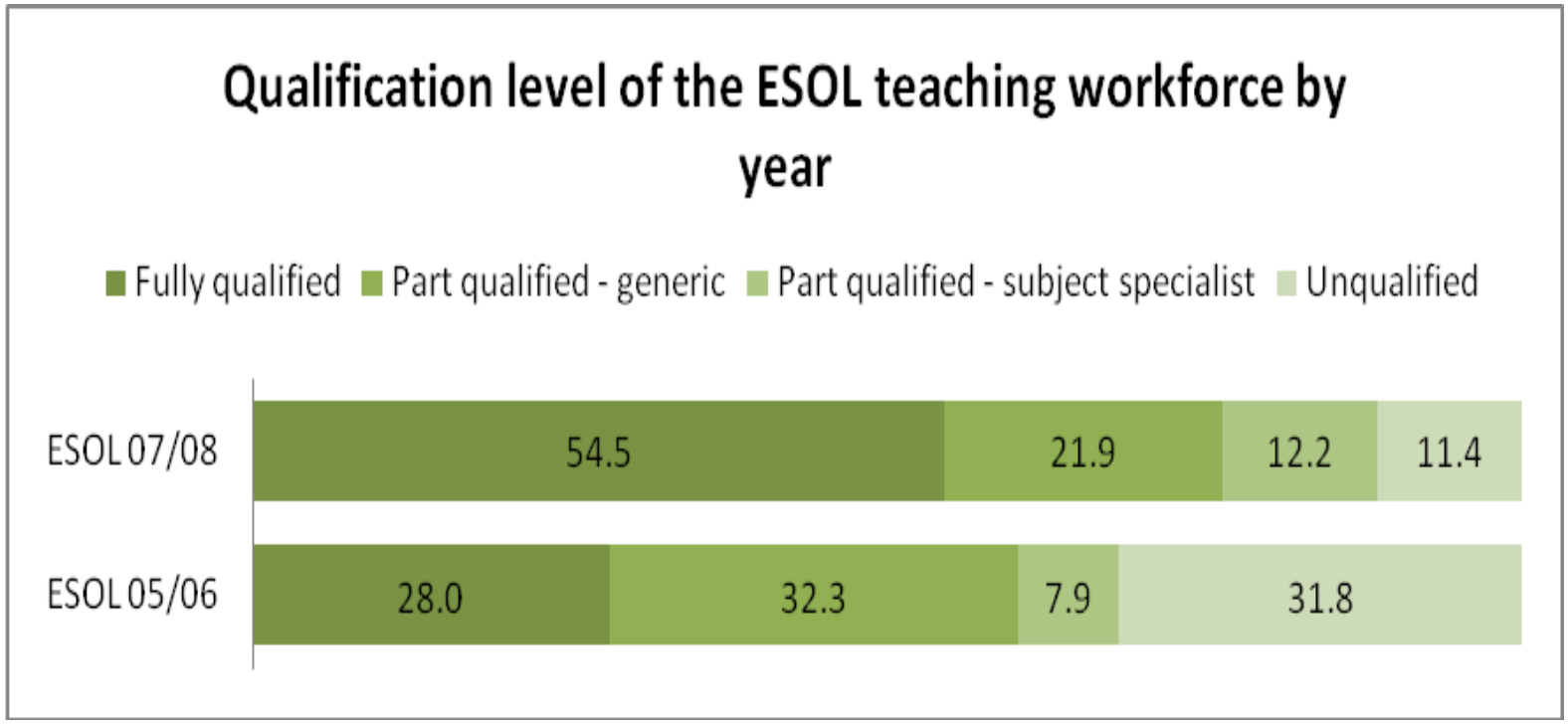
ESOL- big changes



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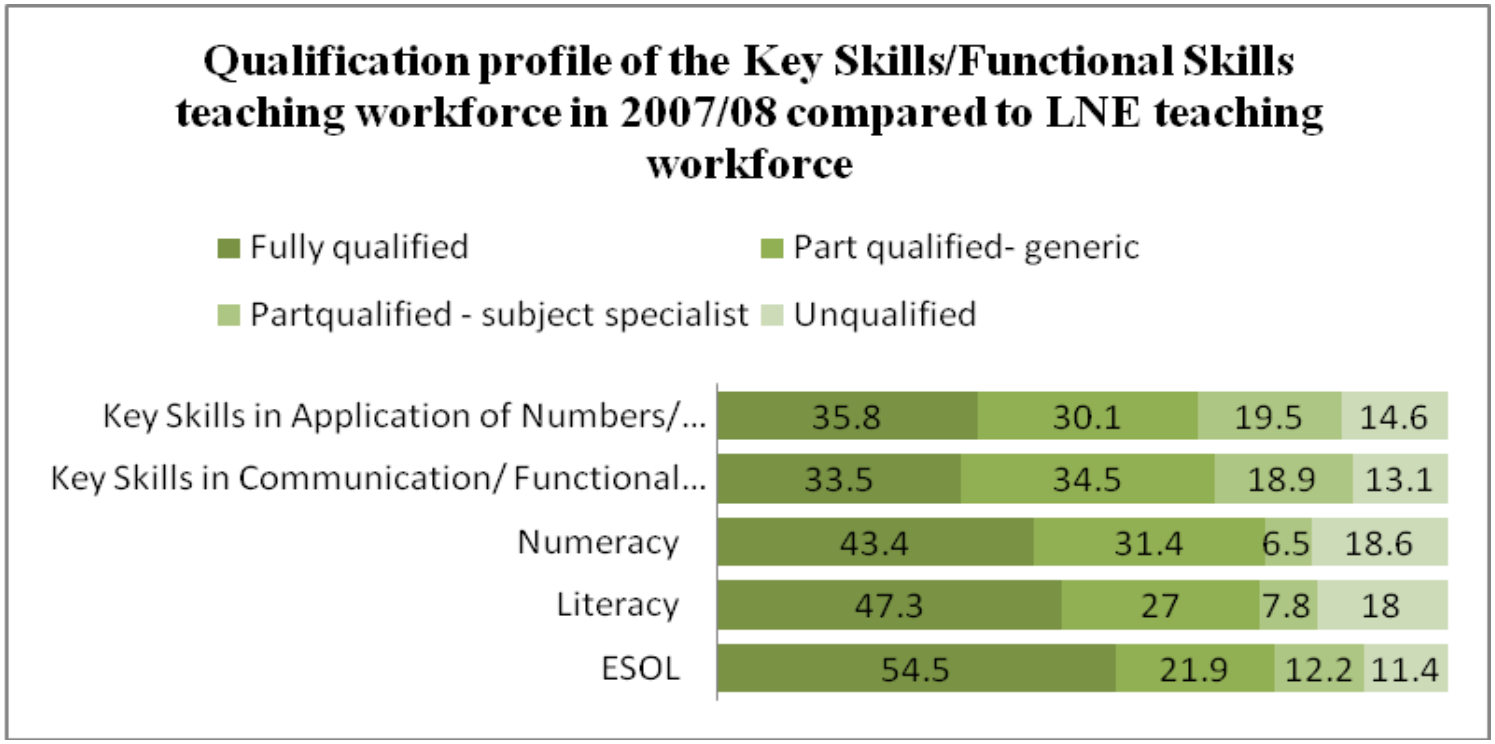
Key/functional skills teachers



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Teachers with subject qualifications

	Key/functional skills teachers	Skills for Life teachers
with mathematics (numeracy) qualifications	55.3%	49.9%
with English (Literacy or ESOL) qualifications	52.4%	55.1%

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Key/functional/SfL – a comparison

Teacher of	Role	Aspect of responsibility	Levels taught
Functional Skills	Full teaching role	Developing understanding and skills	E1, E2, E3, L1, L2
Key Skills	Full or associate role	Facilitating application and practice of skills	L1, L2, L3
Skills for Life	Full teaching role	Developing understanding and skills	E1, E2, E3, L1, L2

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Supply and demand contradictions

"We can't run the course (ITT), we can't get the recruitment numbers we need"

Numeracy teacher trainer

"I can't find the course I need. I want to train as a numeracy teacher"

Prospective new teacher

The story behind the contradictions

- Subject and regional variations

  - In one subject/region demand exceeds supply by a factor of 20

  - In another example, supply slightly exceeds demand

- Need more integrated and less stand-alone additional subject courses

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LLUK ‘Recent trends’ study

- Investigation of HESA and ILR datasets
- In-depth discussions with HE and FE teacher training providers to explore issues and developments since September 2007 reforms

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Patterns in supply 2007-09

- More numeracy, less ESOL
- Shift to HE accreditation and funding from Awarding Body (AB) qualifications with LSC/SFA funding from FE-based provision: AB share has dropped from 75% to 38%
- Overall decrease in volume of provision, impact of funding constraints

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Supply patterns 2006-09

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Other issues

- The gap being left by level 3 key skills – access to level 3 English/maths needed by some teachers in preparation for teacher training
- The need (especially in recession) for providers to offer teaching placements as part of courses, and not to expect candidates to find work in order to train

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Looking ahead

- Will functional skills replace Skills for Life for adult learners?
- If so, will functional skills teachers be expected to qualify in teaching their subject?
- Will teacher training providers be able to access funding for their courses?

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LLUK references

- http://www.lluk.org/documents/Recent_trends_in_the_initial_training_of_teachers_of_literacy_numeracy_and_ESOL_for_the_FE_sector_in_England_REPORT.pdf

- http://www.lluk.org/documents/skills-for-life-workforce-data-report-290909.pdf

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