

This briefing outlines the LSU's work for the coming year 2008/09

- supporting providers with professional development planning
- promoting and supporting London's teacher training

Supporting workforce development for the lifelong learning sector in London

The LSU is being funded by London LSC to support the implementation of the LSU Workforce Development Plan through a package of support for providers and their staff to raise quality in learning while implementing change in provision. The activity spans the academic years 2008/09 and 2009/10.

Supporting professional development planning

LSU is able to offer support to providers working towards a fully qualified teaching workforce by developing practical plans for professional development. The offer is particularly targeted at London providers in work-based learning and adult and community learning who may have had less opportunity to engage with the workforce reform agenda or who are new to working with LSC requirements.

Promoting and supporting teacher training

The LSU promotes and supports recruitment to London's teacher training programmes through

- an online searchable course listing of all Initial Teacher Training (ITT) and Continual Professional Development (CPD) programmes in London
- an annual prospectus of ITT and CPD
- recruitment events
- telephone and online advice and information

Why is support needed?

Teaching and learning in the further and adult education sector is going through a radical reform with the government striving to define its adult educational policy, the emerging strands being a focus on skills, employability and social mobility.

As a result teachers and their employing organisations face new challenges in developing innovative and collaborative learning routes. [Government priorities](#) of raising skills, meeting employer needs, social inclusion and cohesion, and [economic competitiveness in a global market](#) have all had an influence on the shape and funding of adult and further education.

The [Leitch review](#) has placed particular emphasis on raising literacy and numeracy skills within a skills and employment context.

Live links throughout this e-briefing are [in blue](#). To access them please double click. This briefing was prepared in October 2008

The LSC issued a [statement](#) in September 2008 that places priority on Initial Teacher Training within Adult Learner Responsive funding, to indicate the importance that they and DIUS attach to this provision. 'As with other priority provision, where delivery of the new qualifications results in a provider achieving significantly above its funding allocation, funding will be provided for this over-delivery in line with the standard LSC approach for reconciliation which is being introduced in 2008/09. With this in mind... **providers will now be able to progress the delivery of any ITT courses that were waiting confirmation of these arrangements.**'

The impact and implications of these changes for the wider FE sector which includes ACL, WBL, and offender learning is still emerging.

The increase in provision related to skills for employability has required new partnerships and models of delivery to better meet employers' and learners' needs including:

- a better-developed careers service model that looks holistically at individual skills and needs
- more clearly defined progression routes from learning into work
- improved career advancement prospects, through training, for those already in work.

The social inclusion and cohesion agenda requires that providers find new ways of drawing people into learning, especially those who are less likely to engage, and provide chances for people to develop skills that will help them progress into work.

A priority group for the LSC are people with learning difficulties or disabilities, and high quality provision is needed to offer access to mainstream FE with the potential for progression into employment.

Implications for organisations – compliance with regulations

- LLUK has taken its lead from DIUS '[Equipping our teachers](#)' and has specified 2010 as the date by which all teachers should be [fully and appropriately qualified or working towards a qualification](#). The regulations apply to all teachers in LSC-funded provision.
- Employing organisations need to identify appropriate routes to full qualification for their existing workforce, as well as develop recruitment policies which comply with the [2007 Teacher Regulations](#).
- In addition all teachers must now be registered with the Institute for Learning and employers will need to develop systems and processes to monitor that staff are registered and completing the annual CPD needed to maintain their professional status.

Developing specialist skills and expertise

New ways of working and wider, different cohorts of learners require specialist skills and expertise that organisations may need to develop in relation to their models of marketing, delivery, collaborations with partners and to their teaching and support staff. Employers will need to support their workforce to identify skills gaps and to access appropriate personalised CPD.

Implications for individual teachers

The expectation that all teachers will be fully qualified is new in parts of the wider FE sector and presents challenges in identifying:

- appropriate and available routes to qualification
- funding for ITT programmes
- balancing the workload of substantial teacher training programmes and full-time work. Accurate advice and information is essential in supporting teachers to make informed choices about ITT and CPD options.

The focus on work-related and workplace provision, stimulating demand in numeracy, embedded vocational and LLN programmes and inclusivity requires development of a range of strategies and approaches for teaching and learning as well as curriculum development that may be new for many teachers in the sector. CPD programmes will be needed that support teachers working in new contexts and with new cohorts of learners.

What support is available?

Providers can access up to 4 days of free consultancy from the LSU that will offer an update on policy, identify staff training needs linked to the 2007 professional development framework, and help them develop a professional development plan linked to their organisational strategic priorities.

Where relevant, the project can offer information and advice sessions for individuals, groups of staff or strategic managers.

LSU will provide information on initial teacher training and continuing professional development courses in London and will work with providers to support staff onto existing ITT provision.

LSU will work with teacher training providers across London to monitor enrolments and can offer promotional support for their ITT and CPD programmes.

To take advantage of this support complete an expression of interest form at www.talent.ac.uk/tna

To view the ITT and CPD course listing go to www.talent.ac.uk/courses.asp

For more information contact Pip Kings at the LSU p.kings@ioe.ac.uk

Links to key documents

FE White Paper 'Raising Skills, Improving Life Chances'
www.dcsf.gov.uk/publications/furthereducation/docs/6514-FE%20White%20Paper.pdf

'World Class Skills: Implementing the Leitch review, 2007'
www.dcsf.gov.uk/skillsstrategy/uploads/documents/World%20Class%20Skills%20FINAL.pdf

Leitch Review of Skills 'Prosperity for all in the global economy - world class skills'
www.hm-treasury.gov.uk/independent_reviews/leitch_review/review_leitch_index.cfm

DfES, 'Equipping our teachers for the future'
www.dcsf.gov.uk/furthereducation/index.cfm?fuseaction=content.view&CategoryID=34

LLUK, 'Further Education Workforce Strategy Implementation Plan 2007-2012'
www.lluk.org/3263.htm

DIUS, 'Guide to the FE Teacher Regulations'
www.dius.gov.uk/publications/guide2007no2264.pdf

For further information
please contact:

Institute of Education
20 Bedford Way
London
WC1H 0AL

Tel: 020 7612 6516
Fax: 020 7612 6618
Email: lsu@ioe.ac.uk

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