

Initial Journeys in the Lifelong Learning Sector:

Beyond Further Education Colleges

A diamond nine resource for teacher trainers



PeninsulaCETT
Centre for Excellence in Teacher Training

The quotes in this activity have been extracted from a series of case studies developed by members of the Peninsula CETT. The activity is designed to raise awareness of teacher training issues facing the wide range of organisations in the sector. The activity is also designed to encourage discussions about how some of these issues can be addressed.

Instructions: Cut out and consider the following nine statements. You should discuss them in a small group and arrange them in a diamond shape with the most challenging statement at the top and the least challenging statement at the bottom.



Compare your arrangement of statements with other groups.

1. "Early in her career with the Health Service, Sue had arrived at a career fork, where she was told by her department manager that she could aim for either teaching or managing as the next stage. Entering teaching in the NHS is a natural career path due to the large amount of teaching and learning it undertakes; all staff are trained either directly or in partnership with Further Education/Higher Education." Nick Napper, Musgrove Park Hospital

2. "Achievement Training is a small training provider so it does not have the same access to funding and specialist resources that other larger colleges have. Within the company staff roles are stretched and areas cross over leading to possible conflicts of interest." Danielle McCullough, Achievement Training

3. "She saw being a qualified teacher as a quality benchmark, although she recognised she may work outside of formal funded education in the future because of limited opportunities in agricultural colleges. She has been refused the opportunity to apply for some positions since qualifying as a horse trainer because she did not have a teaching qualification." Rae Pugh, Cornwall Adult Education Service

4. "It was identified that some individuals may choose to develop or change their career path through engaging on an initial teacher training programme provided externally without Devon and Cornwall Constabulary needing to be aware. The Quality Assurance Unit have marketed and promoted their role in supporting individuals engaged in initial teacher training programmes however this does not obligate individuals to share their own personal career ambitions. The role profile of individuals who choose to pick up an initial teacher training qualification by an external provider could be that of someone whose main role is something other than training within the organisation." Ann Eden, Devon and Cornwall Constabulary

5. "In order to ensure that smaller organisations engage with ITT in accordance with Government requirements there needs to be a sizeable element of the funding available for the mentoring of staff. This is very important in smaller organisations where the trainee may be the only one taking that qualification and could feel isolated unless the relevant support is given." Cassie Roberts, Open Doors International Language School

6. "As we operate in a rural county, travel between mentors and mentees could take up to two hours and it was felt that this could be an issue. She advised that regular use of email supplemented the face-to-face visits, so this was not a problem." Margaret Luck, Somerset County Council

7. “A prison’s primary purpose is security, where education takes place, whereas a Further Education college’s purpose is education. Teachers within the organisation have to abide by the rules and regulations that do not exist within a Further Education college.” Vic Pomeroy, HMP The Verne

8. “The problems of providing mentors of ‘quality’ within the organisation (Strode College Offender Learning Services) are compounded by the situation within each prison establishment. Unless we can provide a mentor that is already working within that establishment, it requires extra security clearance – not an easy thing in itself – plus extra security/prison craft training.” Chris Brimecombe, Strode College Offender Learning Services

9. “Royal Marine personnel are usually in a teaching role for two years before they move on to a different job, usually an operational one. This has advantages as well as some disadvantages. The main advantage is that teachers remain up to date with subject knowledge. The down side is a constant turn-over of staff. Therefore the Commando Training Centre is not in a position to each student teacher with one mentor. Instead they have adopted a mentor panel approach utilising a central team of in-house trainers who are also skilled in coaching and mentoring.” Russell Shobrook, Commando Training Centre Royal Marines

For further information about the individual case studies visit:

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