

Characteristics for the provision and use of ICT that all teacher training providers should be aiming to attain

BACKGROUND TO THE CHARACTERISTICS

The TDA has developed these characteristics in partnership with ITTE, the subject association for IT in Initial Teacher Education, Becta and colleagues within teacher training. Our aim is to provide simple, measurable criteria against which teacher training providers can assess their own provision for ICT as well as their use of ICT.

The characteristics have been developed with a wide focus on Government policy and not simply with TDA objectives in mind. The characteristics reflect established good practices which training providers should be aiming to implement, rather than a working model of what should already be happening. Since the characteristics are a collaborative effort, the rationale behind them is based not only on research evidence but also firsthand experience of the particular benefits and challenges of working with ICT in ITT.

The characteristics are regularly reviewed by the TDA, ITTE and Becta to keep them in line with Government policy and changes in technology and teaching practices. The most recent review of the characteristics was in May 2008.

RATIONALE FOR THE CHARACTERISTICS

- 1. To have a measure of agreement between the TDA and training providers on what we should be attempting to achieve in terms of the provision and use of ICT.**
- 2. To give a base-mark which will suggest improvements to the provision and use of ICT, which will also inform the criteria for the TDA's funding support for ICT in ITT.**
- 3. To establish comparisons between the provision and use of ICT in ITT with other sectors, in order to identify areas of improvement in ITT against policy initiatives such as Harnessing Technology, the Self Review Framework, etc.**
- 4. To create a list of characteristics which can be tested against new policy areas with ICT implications, such as Building School for the Future.**

CHARACTERISTICS

- 1) All trainees have personal access to mobile computing and are able to access and transfer data between their placement school(s), their home and their training centre.**
- 2) Trainees and trainers are offered opportunities to use a range of digital multimedia technology, e.g. subject and phase specific hardware and software.**
- 3) The training provider is proactive in ensuring that the trainee has access to, and training in, the use of interactive whiteboards.**
- 4) The training provider is proactive in ensuring that a trainee has access to whatever VLE is available, (e.g. school, local authority, Regional Broadband Consortium and ITT provider) when the trainee is on a school placement.**
- 5) The training provider allows access to a range of web-based applications and also wireless technologies and infrastructure that support the needs of ITT, e.g. wikis; social bookmarking.**
- 6) E-based support is an integral part of the provider's training programme and all documentation and materials are available online.**
- 7) The training provider is proactive in ensuring that trainees have opportunities to make up for any poor or mediocre experience they have had in using ICT during their school placement(s), e.g. to visit schools that make innovative use of ICT.**
- 8) Where appropriate, trainers and trainees have opportunities and are encouraged and assisted in developing a professional level e-portfolio.**
- 9) Trainees have opportunities to research into innovative use of ICT.**
- 10) There is an integrated approach to the professional development of teacher trainers in the use of ICT in teaching and learning which is reviewed on an annual basis. This approach is preferably modelled by ITT trainers.**
- 11) The training provider is to have regular, effective and productive links with other training providers on ICT issues across all phases and subjects.**
- 12) There is an integrated approach to e-safety training that is not limited to the classroom but includes the acceptable and professional use of ICT.**