

CETT Standard

Welcome to issue 3 of CETT Standard – the Centres for Excellence in Teacher Training national newsletter for providers across the learning and skills sector.



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An ACETT for the sector

Centres for Excellence in Teaching and Training are making a difference in their shared vision to improve teaching and learning practice within the sector, as individual CETTs and as a collective under our umbrella association, ACETT.

The CETTs work in dynamic partnerships to develop and share excellence in teaching and learning. Through ACETT, we work at strategic and policy level with government and national agencies and operationally with hundreds of provider organisations and practitioners across a wide and varied sector. In these difficult times, it is important for us to focus on what we can do rather than on what we cannot – continuing to use the opportunity that the 2007 teaching reforms gave the sector to become self-improving and confident in our own ability to create and sustain the best teachers and trainers we will always need.

Through the agency of ACETT, and without direct funding, the CETTs:

- are bringing new perspectives and influence to the workforce policy debate on teacher training, including participation in parliamentary and government departmental meetings
- are working with the Learning and Skills Improvement Service (LSIS) to review CETTs' chartered status and its support for workforce and organisational development

- remain closely aligned to the strategic plans of LSIS and the Institute for Learning (IfL)
- have worked with Lifelong Learning UK to inform the review of qualifications for teaching and learning professionals, using CETTs' evidence on practitioner development; and to produce web-based guidance (see page 7).

We hope you enjoy reading more about how each CETT is an asset.

Paula Jones, ACETT Chair and South West CETT Manager

**CENTRES
FOR EXCELLENCE
IN TEACHER TRAINING**

PTLLS course for Neet trainers

HUDCETT

HUDCETT has recently supported one its members, Leeds City College, in the work it has been undertaking to develop a Preparing to Teach in the Lifelong Learning Sector (PTLLS) course specifically targeted at trainers of young people who are not in education, employment or training (Neet).

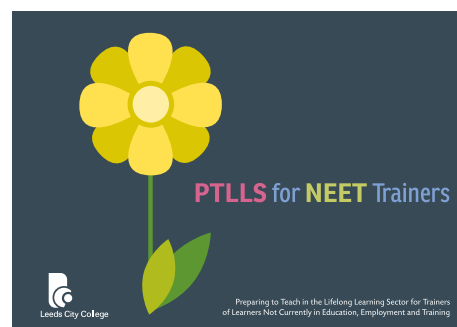
This project has proved to be very successful with the 16 candidates recruited, who work with organisations such as Nacro; Involve Leeds; Future Arts; and Leeds City College learning mentors and learning support assistants (LSAs).

All materials for the course were uploaded on to the college's virtual learning environment, Moodle, and emphasis on managing behaviour and safeguarding young people as well as active learning strategies and establishing ground rules were a major part of the course delivery.

The Microteach sessions proved to be really relevant to working with this client group and topics included:

- The history of graffiti art
- Social and emotional aspects of learning: positive self-image to improve behaviour
- Superheroes – how to make a difference
- Nutrition – what's in my drink?
- The haka!

All the participant teaching practice demonstrated strong links to *Every Child Matters* and the *Youth Matters* initiatives, and the mix of



subject disciplines and contexts for learning provided a rich forum for discussion and participation for the attendees.

The college intends to repeat this provision and additionally offer a short coaching course.

New year, new direction

LONCETT

Pip Kings has now taken over the role of LONCETT director, from Lynne Rogers, who successfully led the CETT through its research projects on the development needs of staff working in the following contexts: adult and community learning, prison education and vocational education.

Pip works within the National Research and Development Centre (NRDC) at the Institute of Education and was previously director of the London Strategic Unit (LSU), which has merged with LONCETT. She also manages the talent website.

LONCETT has reconvened the London Teacher Trainers Network to consider how we can work most effectively to provide initial teacher training for the lifelong learning sector.

The December meeting enjoyed a great turn-out and provided an opportunity to reflect on government changes to funding as well as reviewing the LLUK changes to the ITE qualifications. Our next meeting is planned for February.

In December we hosted the IfL and LSIS London Learning Fair, a hugely successful event with a very varied selection of workshops that drew over 100 participants from across London and beyond.

Recognising a need, we are now working with Westminster Partnership CETT and IfL to plan a second learning fair for London, focused on the younger learner. This event will be held on March at the University of Westminster.

We are collaborating with the Westminster Partnership CETT to provide support for teachers and teacher trainers across London.

Developing new relationships

WMCETT



WMCETT has been developing its collaborative working in the past few months and is looking to further expand on this aspect of its work.

With the Essential Skills Resource Centre at the University of Warwick, WMCETT is working as a lead provider for the CfBT Education Trust, helping it with its work for the Learning and Skills Improvement Service's Support for Literacy, Language and Numeracy Programme. This involves supporting providers with activities such as consultancy visits, continuing professional development (CPD) training and peer exchange network meetings.

WMCETT has also carried out some work for ACETT as part of its contract from Lifelong Learning UK (LLUK) to deliver guidance to small further education providers on good practice in mentoring and breadth of practice. We were one of three CETTs whose good practice case studies were chosen to be filmed as an extra part of the project.



The first of three Professional Dialogue seminars for representatives of our higher education partners and colleges that run initial teacher training focused on Ofsted inspections.

We are planning to revise our website in the near future, but it is still easy to access our weekly Sector News and frequent WMCOP bulletins, which give relevant education and training news. These and the report produced at our first seminar can be seen at www.warwick.ac.uk/go/wmcett

We are currently organising an evaluation event for members of third sector organisations in Warwickshire who have been trained to deliver contextualised Preparing to Teach in the Lifelong Learning Sector (PTLLS) programmes to people in the sector.

We hope to learn from this about further training needs with which we can help them.

About CETTs

Centres for Excellence in Teacher Training (CETTs) are networks of partnerships of organisations involved in initial teacher training (ITT) and continuing professional development (CPD) in the further education system.

Their role is to raise the standard of initial teacher education, and to improve the quality and consistency of CPD. They do this by building links and connections between organisations, supporting joint working and new projects to further pedagogic knowledge.

The emphasis is on CETTs as centres *for* excellence, rather than *of* excellence. They promote good practice and research, and develop advice and guidance that covers generic teaching issues as well as specific themes.

There are now 10 CETTs across England and together they represent every part of the learning and skills education network, from mainstream to specialist services. For further information, see <http://cett.excellencegateway.org.uk>

Business as usual

The Westminster Partnership CETT

Following the retirement of Jenny Hankey as project manager in December, and the departures of Sue Rees and Ann Rumpus in the summer, the Westminster Partnership CETT team now comprises Liz Browne of Oxford Brookes University and Will Whitlock at the University of Westminster as co-directors; Anne Samson as operations manager and Kathryn Colson as administrator.

Despite all the changes, and the fact that the contributions of the three people who have left are sorely missed, it has been business as usual for the current team.



The CETT has been working closely with network organisations in London and the south-east, looking at ways to bring all the different sector initiatives together. There is a great need for this co-ordination and finding ways to work more smartly, given the current financial constraints that organisations and institutions are experiencing.

Trying to do this in an uncertain political environment where it is not clear which bodies will still be around at the end of March 2011 is challenging. Westminster Partnership is, however, exploring ways to ensure co-ordination and support of initiatives such as Learning and Skills Improvement Service (LSIS) change agents – incorporating advanced learning coaches (ALCs), subject learning coaches (SLCs), professional development advisers (PDAs), E-Guides etc – and teacher training.

This work has been enhanced by having the Institute for Learning (IfL) regional adviser role within the Westminster Partnership CETT framework and close links with, among others, London RSC, LONCETT and the LSIS regional development manager.

In November 2010, Westminster Partnership held a very productive colloquium on using virtual learning environments (VLEs) for staff development. Details of the proceedings and other relevant information and resources can be found at <https://reflect.ifl.ac.uk/viewasset.aspx?oid=2986444&type=webfolio>.

Future events include:

- A colloquium for new teacher educators on 9 March 2011
- A subject forum with the West London Lifelong Learning Network on 25 March 2011
- The annual CETT conference on 23 June 2011, which will explore “how to manage in the fast-changing lifelong learning sector”.



The LSIS London Learning Fair, 17 January 2011, hosted by IfL and LONCETT at the Institute of Education.

Making a success of CPD

Success North

Success North is co-ordinating three learning fairs in the north of England to support education professionals across the education and skills sector.

The fairs aim to provide the opportunity for delegates to:

- learn from real examples of effective practice
- share experiences and expertise
- learn about opportunities for professional development (e.g. subject and advanced coaching, professional formation)
- learn about funding for CPD and research activity (e.g. LSIS cascade funds).

The first northern fair took place in December 2010 at Newcastle College, and subsequent fairs are scheduled for:

- **Yorkshire and Humberside**
Bradford College
Friday 18 February 2011
- **North West**
University of Central Lancashire
Wednesday 16 March 2011.

Researching professional development

The development and management of the fairs has also provided the opportunity for the Success North team to explore the features of successful professional development activity, to review some of the existing research literature in this area and to learn from the perspectives and evaluations of delegates.

This small-scale research project will result in guidance document for other providers in summer 2011.

In the meantime, we can share some initial findings based on:

- reviewing the literature exploring professional development for teaching professionals
- evaluations and reflections of delegates at Success North professional development events from 2007 to 2010.

Although attending events is a small part of professional development activities for education professionals, making the most of the development opportunities at such events is a priority.

The expertise of facilitators

“The session delivered everything I needed to know and I had the opportunity to practise. Really excellent presenters, very knowledgeable, patient and extremely friendly.”

Delegate, December 2010

Practitioners place a high value on interaction with facilitators who have experience perceived as current and relevant and who can relate to delegates' teaching contexts and their concerns.

Views of teachers as adaptive professionals and of the value of autonomy for practitioners are important in shaping the development of professional development events and reflect the contextual-specificity of professional learning (Timperley, 2008).

S U C C E S S NORTH



Comments on facilitators' skills indicate that delegates treat their experience and expertise as an asset in sessions, and value the social aspects of learning in and outside sessions.

Valuing your delegates

Delegates are prepared to work hard:

“Busy and packed to the hilt as usual but hugely informative.”

Delegate, December 2009

Many rate the opportunity to share reflections, experience and resources with colleagues as invaluable.

“What always strikes me is the welcome that we receive, the support from your colleagues and the amount of networking that we get done.”

Delegate, June 2009

Comments reflect research on the role of collaboration in supporting professional learning for teachers (Bransford et al, 2009; Timperley, 2008) and for teacher educators (Zeichner, 2005; Korthagen, 2006).

It is important that appropriate information is available before events and that facilitators are experienced and skilled in negotiating content with delegates.

Guns, knives and drugs: emotionally intelligent teaching and learning in the heart of the community

EMCETT

Mentors, coaches and trainers working on community projects – many of whom are volunteers – find it difficult to access any professional development; least of all, the high-quality resources available to teachers in the formal education sector.

EMCETT is currently networking community projects working with learners (black and mixed heritage youths) who are ‘at-risk/high-risk’ of gun, knife and drug-related crime. Community-based mentors and coaches who support individual learners across the projects are receiving training on how to address issues of low aspiration, self-belief, belief in society, interpersonal skills and anger management.

The training makes good use of Excellence Gateway materials and will provide progression opportunities to locally delivered teaching qualifications, increasing the numbers of positive role models and enhancing the representation of black and mixed heritage teachers in the workforce.

Lifelong Learning UK’s most recent *Annual Diversity Profile* reports that black and minority ethnic staff represented 8.5 per cent of the workforce compared with 20.9 per cent of the further education learner population.

The learners will, with the support of the Youth Offending Services and Criminal Justice System, engage in several projects, simultaneously, to mitigate drop-out from any one.

One project, supported by Leicester University, will involve ‘learners’ in the collection of ‘oral histories’ from senior community members, facilitating social re-engagement and a shared sense of community and heritage for all concerned.



Anyone wishing to network and share good practice around this important interface between high-quality teaching and learning, on the one hand, and social cohesion and inclusion, on the other, should email Ian Grayling at EMCETT at iang@slcollege.ac.uk

CPD builders

Listed below are hyperlinks to nine vocationally contextualised CPD builders, developed by EMCETT, which focus on strategies for updating staff as dual professionals and CPD relating to embedding literacy, language and numeracy (functional skills) in the vocational context.

These online interactive tools are hosted on the Excellence Gateway and can be used individually or by groups, supported by a Subject Learning Coach or eCPD professional development adviser.

Progress through the CPD builders can be saved by logging on to your Excellence Gateway personal account, making them extremely useful for supporting development over a period of weeks, or more.

The CPD builders are available at <http://tlp.excellencegateway.org.uk/tlp/cpd/cpdbuilder/index.php> and aim to help develop and maintain subject-specific knowledge and skills in the following areas:

- Teaching Business
- Teaching Engineering
- Teaching in the Creative and Media sector
- Teaching Construction
- Teaching Mathematics

- Teaching in the Society, health and development sector
- Teaching Science
- Teaching in the Land-based sector
- Teaching Information Technology

EMCETT welcomes feedback on these resources – please email Ian Grayling at iang@slcollege.ac.uk to let him know whether you find them useful or how you think they can be further improved.

Supporting Functional Skills

CETTIL

The Functional Skills North East (FSNE) Centre, hosted by the CETT for Inclusive Learning, is the former North East Regional Centre for the Functional Skills support programme (FSSP). Many organisations benefited from the skills and expertise of our team of highly skilled trainers and consultants.

We have recognised that there is still a significant need to support managers and practitioners as they develop their Functional Skills delivery and support programmes.

FSNE hosted a regional network event in November. Despite the weather, it was well attended. A main outcome of the network was to gather information and data from the region, specifically about the challenges and needs of organisations in relation to the delivery of functional skills.

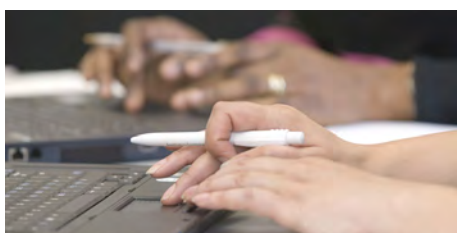
Opposite is a summary of this information, which could form a basis for the development of support. A full summary of discussion and feedback and further information regarding the north-east centre is available on the CETTIL website www.cettil.org.uk under Functional Skills North East.

Challenges in teaching and learning	Needs
Initial assessment Impact on learners, purposeful assessment	Effective tools and support resources
Length of programme Timescale too short	Information directly to management e.g. readiness tool
Funding contracts Available with achievement	Universities accepting Functional Skills instead of Key Skills
Fear and uncertainty Messages and information	Networks Good practice; relevant updates.
Engagement Marketing and embedding	Sharing resources Website community
Assessors Key Skills to Functional Skills require support.	CPD tutor training Course of CPD

Guidance for providers

ACETT

Lifelong Learning UK (LLUK) and the national network of Centres for Excellence in Teacher Training (ACETT) have worked together to develop a plain English guide for providers in developing and supporting effective teaching practice in the lifelong learning sector, with links to helpful support resources and ideas.



Available online, the guidance gives concise ideas, suggestions and actions based on good practice, alongside examples that support the case for investing in effective teaching practice.

For the guidance and to view some really motivating and practically based video stories, visit the LLUK website at www.lluk.org

Hilary Moore

Director of student and staff learning, BSix Brooke House Sixth Form College

BSix Brooke House Sixth Form College in Hackney has become an exemplar for extensive and innovative continuing professional development (CPD), to the extent that other sixth-form and general further education colleges visit BSix to see what it is doing. Hilary Moore explains how the college has achieved this reputation.



What is your background?

I have a law degree and originally trained as a solicitor, then moved into the world of marketing and training before combining these career paths to become a teacher in 1995. I spent 10 years at Christ the King College, Lewisham, finally as head of the law and business department, before being seconded as a regional practitioner for two years at the DfES, London Region Standards Unit, where I focused on continuing professional development (CPD) work in post-16 organisations across London.

I returned to my college as CPD officer before going freelance to work on Excellence Gateway materials and the Train to Gain programme for 18 months. In January 2009, I joined BSix as assistant director of student learning, and later took on the role of head of department for gateway (Foundation Learning) as well as staff development, alongside learning support.

What is your college's approach to CPD?

In 2007, we introduced a cross-college approach to CPD. Our programme is characterised by a focus on teaching and learning as a serious, intellectual activity, worthy of continual analysis and debate.

It also recognises that development should not be just about training in technical aspects of work, but also an exploration of its deeper, emotional dimensions.

The college pays for staff to undertake a part-time Master of Teaching (MTeach) degree through the University of London's Institute of Education. The programme is designed for practising teachers who are interested in their own learning for the benefit of their students, and provides support for teachers through sustained CPD.

The college delivers a teaching observation course, and staff can take part in a coaching programme, which is delivered in-house and leads to one of three awards accredited by Middlesex University.

Coaching is something that the college has really taken on board, and we promote coaching and mentoring with students. If a student has a learning disability or lacks confidence, for example, their teacher might recommend to the head of department that they get some coaching. The vice-principal of that area assigns the task to someone who is doing the coaching award, which gives them the opportunity to put their training to use. They help the learner identify issues standing in their way, so that they can get back on track.

Most Friday afternoons, at 15.45, there are development sessions on pedagogy, delivered by our own teachers. Our INSET days cover a wealth of subjects, but we recognise that when you are running a session for a whole day, it has to be pretty exciting. Some people prefer workshops, and we have found that it best if you do not cram too much, if you allow people space between the sessions to reflect. This is why our Friday afternoon sessions work so well. This approach also means that we can use in-house teachers and support staff from HR, finance, and student services.

On average, staff participate in at least nine development activities a year. Creating a learning culture for staff as well as learners has had a significant impact – the proportion of outstanding teaching rose from 8 per cent in 2006-07 to 24 per cent in 2009-10.

What about your IfL connection?

As a member of IfL since it began, I have used REFLECT to record my CPD and find the professional aspects of the organisation to be essential, as well its ideas and events. I have always considered teaching to be a vocation and a profession: having an organisation that supports that view and stands up for you is vital and empowering.

The challenges for the lifelong learning workforce and initial teacher education

EMCETT

Ian Grayling (EMCETT) believes that a significant number of trainees, with little prior experience of more academic forms of education, are in danger of being written-off as 'not able to cope' with the demands of a level 5 teaching award.

He reports that while teacher educators are frequently expressing concerns about a general lack of academic or higher education study skill ability, the current system may be failing to provide the necessary support for these individuals who, nevertheless, come within the scope of the statutory regulations and must achieve Qualified Teacher Status (QTS).

According to Ian, practitioners' concepts of 'academic skills' are often, as psychologists might describe it, fuzzy: "We think we know what we mean, but please don't ask for a precise definition".

This lack of clarity tends to then obscure potential diagnostics and support strategies.

"It's not that we need to research what we mean by 'academic ability', we just need to be more precise and consistent in defining it, and, as teacher educators, we should be able to agree the most efficient and effective means to provide the necessary developmental support."

EMCETT has developed a draft framework for understanding the 'higher education study skill' needs of trainee teachers in the hope that it will stimulate improved diagnostics and, ultimately, lead to practical strategies to support that proportion of the workforce that really need our help. Anyone wishing to help to develop diagnostics for this purpose or to an online resource base should email Ian Grayling at EMCETT at iang@slcollege.ac.uk



Core (academic) skill	Frequently occurring issues
Formal writing	Avoiding plagiarism, Harvard referencing
	Planning and structuring writing (reports, essays, argument)
Critical thinking	Interpretation of assessment criteria (e.g. evaluate versus describe)
	Moving from absolute to relativistic thinking ¹
Personal literacy skills	Spelling, punctuation, sentence and paragraph structure

¹ Moon, J, 2005. *We seek it here a new perspective on the elusive activity of critical thinking: a theoretical and practical approach*. ESCalate: The Higher Education Academy

The LSIS Teaching and Learning programme – promoting sector participation

Consistent with LSIS moves to increase sector participation in the delivery of programmes, major activity within the Teaching and Learning Programme is currently focused around the following areas of work.

- **Regional learning fairs:** opportunities to participate in peer-supported development activity.
- **Grant schemes** for providers to improve teaching and learning, support STEM activity and undertake 'cascade' training within their own organisations.
- **Modularisation** of the LSIS 'change agent' training programmes: Subject Learning Coaches, Professional Development Advisers and E-Guides.
- **ALC portfolios:** support for Advanced Learning Coaches to complete their portfolios.
- **STEM:** supporting the national agenda for improving the quality of teaching and learning in science, technology, engineering and mathematics.

Further information on these activities is given below.

LSIS learning fairs

The LSIS learning fairs go from strength to strength, providing regional networks of peer support for improving teaching and learning and supporting CPD.

Drawing on the work of LSIS change agents, these provide opportunities for delegates to learn from examples of effective practice and to share experiences and expertise with each other. They also offer guidance on CPD and information about funding opportunities from LSIS.



Planned and delivered in association with the CETTs, JISC regional support centres (RSCs), the Institute for Learning (IfL) and others, six learning fairs have now been held, attracting 425 delegates.

The following learning fairs have been scheduled:

North-west	16 March 2011
East and East Midlands	31 March 2011
South-east	11 May 2011

The fee for each learning fair is £75, which can be paid for using LSIS accounts. More information on LSIS accounts can be found at <http://www.lsis.org.uk/Services/LSISAccounts/Pages/default.aspx>

LSIS will be also holding a National Teaching and Learning Fair in 2011; this has now been provisionally scheduled for 11 July 2011 at the Institute of Education, London.

Teaching and learning grant schemes

There has been huge interest in new grant streams now available through the Teaching and Learning programme, with over 400 applications received.

Competition has been fierce, with some streams being heavily oversubscribed. Over £1 million has been invested in Teaching and Learning in the sector, made available through the following funds:

- Teaching and Learning Cascade Training – 68 projects
- Improving Teaching and Learning – 18 projects
- Improving Teaching and Learning through Technology – 35 projects
- STEM Fund – 131 projects.

Modular programme for change agents

LSIS is developing a modular programme for the training and professional development of existing and prospective change agents.

Three pathways through the programme are being developed:

- **Pathway 1:** Resources and approaches to support existing advanced change agents
- **Pathway 2:** Resources supporting existing SLCs, PDAs, and E-Guides to become ACAs
- **Pathway 3:** Resources to support aspiring change agents – empowering organisations that currently have no change agents to develop SLCs, PDAs or E-Guides.

The programme recognises that change agents may fulfil a number of roles in their organisations (for example, by working as an SLC, PDA and E-Guide) and will allow participants to follow programmes of training and development that are relevant to their own needs. LSIS is also working with IfL to develop a new recognition scheme that will allow ‘designated trainers’ in provider organisations to deliver CPD and training leading to the accreditation of LSIS change agents – SLCs, PDAs and E-Guides. Designated trainers will be required to hold an LSIS Advanced Change Agent certificate or have attended an advanced professional training programme and meet a number of specified quality criteria.

It is anticipated that the new programme will be launched at the LSIS national Teaching and Learning Fair, 11 July 2011.

ALC portfolio moderation

LSIS is arranging additional support for ALCs to complete their portfolios or for their SLC portfolios to be moderated.

There are two dates when portfolios can be submitted:

- Monday 18 April 2011
- Monday 13 June 2011

If you would like to take advantage of this opportunity, please register your interest at tlp.info@lsis.org.uk by 17.00 on Monday, 4 April 2011, indicating to which submission date you will be committing.

Once you have registered your interest, this will also trigger further support that you might find helpful, including a short guide on how to construct your portfolio, together with details of portfolio surgeries that will be available for you to attend at the LSIS learning fairs to be held in Cambridge on 31 March 2011 and Southampton on 11 May 2011.



Science, technology, engineering and mathematics (STEM)

LSIS Regional STEM Centres’ aim is to improve the quality of teaching and learning through the medium of the national STEM agenda.

Working with national partners, including the Science Learning Centres, National Centre for Excellence in Teaching Mathematics and the Royal Academy of Engineering, key themes for improvement include equality and diversity, ‘space’ as a focus for exploring subject development, progression into and from STEM subjects, and the use of technology to improve teaching and learning in STEM.

Now six months into their action plans, STEM Centres are establishing a strong presence in the regions, with STEM Champions working with providers to identify and address CPD needs. Over 150 provider-led projects have been funded by LSIS to support STEM improvement activity at a practitioner and whole-organisational level. The centres will also contribute to a coherent regional support offer by working alongside other LSIS teaching and learning activity, including the learning fairs.

Supporting new teachers: grants for initial teacher training

The Institute for Learning is responsible for administering grants to offset the cost of initial teacher training (ITT) on behalf of the department for Business, Innovation and Skills (BIS). The grants are for teachers who are studying a part-time, in-service Diploma in Teaching in the Lifelong Learning Sector (DTLLS) from late September 2010.

Further education providers may claim a flat-rate grant of £400 through IfL for each teacher or trainer, subject to the following eligibility criteria:

- Must be a current member of IfL
- Must not already hold an initial teaching qualification at diploma level (unless undertaking the additional diploma in Esol, Literacy or Numeracy)
- The ITT course must be a diploma-level course in the lifelong learning sector:
 - Diploma in Teaching in the Lifelong Learning Sector (DTLLS)
 - Skills for Life integrated DTLLS
 - The Additional Diploma in ESOL, Literacy or Numeracy
 - PGCE (in Lifelong Learning)
 - Cert Ed (in Lifelong Learning)
- The ITT course must be undertaken in service and on a part-time basis
- The ITT course must commence in the 2010/11 academic year. The current funding agreement is valid for the 2010-11 financial year
- The employer must be an FE college or employer in the wider FE sector in England (e.g. work-based learning, adult and community learning) where the FE regulations or Skills Funding Agency (SFA) contract clauses require teacher qualifications. In the case of wider provision (e.g. police and armed forces), the teacher must teach on SFA-funded provision to qualify.

To claim the grant for eligible staff, a designated person will need to register with IfL as an employer contact, through the employers' area of the IfL website at www.ifl.ac.uk/employers

The grant can be claimed only as a reimbursement to course fees already paid, not in advance of the course start date.

Agency staff; self-employed teachers; those on a pre-service placement teaching position as part of their course; and those on the second year of an ITT course that started before September 2010 are not eligible for this grant.

For further information about the grant, please see www.ifl.ac.uk/employers/funding-for-itt

For enquiries, email FITT@ifl.ac.uk



CETT websites

CETTs

<http://cett.excellencegateway.org.uk>

CETT for Inclusive Learning – North East

www.cettil.org.uk

EECETT – East of England

www.acer.ac.uk/EECETT

EMCETT – East Midlands

www.thelearningchain.net

HUDCETT – Northern and National

www.hudcett.hud.ac.uk

LONCETT – London

www.loncett.org.uk

Success North – Newcastle College

www.successnorth.org

SUNCETT – North of England

www.sunderland.ac.uk/faculties/es/centres/suncett

SWCETT – South West

www.learning-southwest.org.uk

WMCETT – West Midlands

www2.warwick.ac.uk/study/cll/wmcett

The Westminster Partnership –

South East and London

www.thewestminsterpartnershipcett.org.uk