UK CONTEXT AND POLICY REGARDING TEACHER TRAINING AND CPD

An overview

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INITIAL TEACHER TRAINING ITT

- Many routes into teaching:
- School-centred ITT
- School direct
- Post-graduate teacher training courses
- Undergraduate teacher training courses
- All paid for by the students.

SCITTS

- School-Centred ITT.
- A school gains approval to run their ITT own courses.
- They may offer a qualification through agreement

with a university.

SCHOOL DIRECT

- School direct took the place of GTP (Graduate Training).

- Government created a route – School Direct (any school can bid for teacher training places which is controlled by the Government, and the decision is made based on certain categories and subjects) & SCITT.

- Some School Direct places are salaried (these are reducing), others are not.

TEACH FIRST

- Directly funded by Department for Education.

- Recruits best graduates for 3 years.

- 6 weeks of training.

- Placed in a school often in a challenging area.

- Retention is low.

- Ideologically driven.

- Routinely fails to meet national targets.

GOVERNMENT (MY VIEW)

- Governments in the last 8 years have created a complicated system.

- Since 2010 they have focussed on school-led system.

- They want people to train to teach in training programmes led by schools.

- Rhetoric suggests school-based courses and university-based courses.

- All ITT involves time in schools – 120 days min for Post Grads.

OTHER ROUTES

- Other schemes (rather than routes) to give undergraduates experience of teaching.

- Funded by DfE.

- There is a challenge with international students – they don't meet the entry requirements: need GCSE Maths and English, for primary they also need Science. Proving equivalence is difficult.

- At least 50% of their degree needs to be in their subject for secondary.

- Subject Knowledge Enhancements – boosts subject knowledge but not for all subjects. Usually 6-8 weeks in summer.

INCENTIVES

- Bursaries for under-recruiting subjects which are changed annually.

- Some students apply for the course, get the bursary then leave.

- New approach where a % of the student loan will be reduced if you teach for a certain number of years. This incentisives retention.

THE PROCESS

- Universities also bid for teacher training places

- We now have a mixed economy with places that belong to a school but belong to a university and vice versa.

- Both have the same outcome in terms of qualification.

- Trainees have 60 days of training either in school or university in terms of subject knowledge, ie Education.

- What is the difference? – not a great deal

- Schools like to have their input at interview.

IN REALITY

- Less diversity of students.

- Schools have more say in who is recruited.

- School mentors also interview with universities for PGDE courses.

- Some subjects have a bursary for students.

- All training has to be delivered to Ofsted standards.

- There is an apprentice teacher route for organisations – some of the school's tax can be spent on training if their pay bill is beyond £3 million.

THE FUTURE

- Greater flexibility over places this year – will this continue.
- Some subjects recruit poorly eg computing.
- Retention is a problem and needs to be addressed.

CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

- Context – schools have significantly under-invested – may be due to funding or school priorities.

- Training is mainly school led, therefore many have taken a school led approach.

- Some schools are Teaching School Alliances – awarded by National College of School Leadership – loosely a partnership of schools which seeks to work together in different areas, one of which is CPD.

- Over supplied market place with Teaching School Alliances saturating the market. Some have been successful.

- National College for School Leadership offered CPD for teachers and senior leaders.

TEACHER DEVELOPMENT TRUST

- Trustees with an 'intention' but not owned by Government.

- Is given work by Government.

- Doing some interesting work around CPD for teachers.

CHALLENGES

- The old model of sending people on courses doesn't work.
- The model needs to fit into the working day.
- Recognition of teachers needed – certification, accreditation for mentors.
- Examples:
  - Association of Information Technology in Teacher Education.
  - Vital.
  - Computing at School.
- What is the model that would work?
- Is CPD tokenistic?