

Teacher Education in the UK

Tempus MASTS
17th June 2014

Dr. Peter Jones
p.jones@bathspa.ac.uk

Overview

- Review of teacher education in the UK
 - Social and policy context
 - Key dimensions of changes
 - Key debates
 - International significance
-

Your view

- What do you want to get out of your time at Bath Spa University?
-

The Context

‘People are always wanting teachers to change. Rarely has this been more true than in recent years. These times of global competitiveness, like all moments of economic crisis, are producing immense moral panics about how we are preparing generations of the future in our respective nations...’ (Hargreaves, 1994, p. 5)

The Serbian Context

- What are the challenges for education in Serbia?
 - How is teacher education organised?
 - Is teacher education meeting the challenges for education?
-

The Education Challenges

- Efficiency and effectiveness
 - Changed political, economic, cultural and social conditions
 - Expectations of education
 - Expectations of teachers
-

UK Teacher Education Change

- Post-war social context
 - Consensus of social democracy
 - Equal opportunities
 - Licensed autonomy for professional groups
 - Teaching as option for growing sections of society
 - Head/hand tension
-

The School System

- School system – grammar, secondary modern, technical/vocational schools
 - Elite universities
 - Deference/authority/respect
 - Post-15/16 examinations
 - Comprehensive schools
 - Examinations for all - GCSE
-

The Big Changes

- 1944-1980 - the watershed for society and education
-

- Human capital
 - Globalisation
 - Neo-liberalism
 - Economic and political crisis
 - Social class and education
 - Long tail of underachievement
 - Transitions to adulthood
-

Areas of Change

- From..... Universities/Colleges
-
- Curriculum
 - Assessment
 - Accreditation
 - Autonomy
 - Fragmentation/diversity – national system?
 - To....central state and its agencies particularly the Teacher Training Agency
 - Diversity of providers and provision
-

The Status of the Teacher

- Knowledge
 - Autonomy
 - Responsibility
 - Trust?
 - Professionalism?
-

Legacy Providers and Provision

- Colleges of Education – undergraduate degrees – Bachelor of Education (4 years)
 - Universities – post-graduate certificate of education (PGCE) (1 year post-degree)
 - Secondary/Primary profiles
 - Who trains?
 - How to train?
 - What is a teacher?
-

Curriculum

- Pedagogy, Sociology, Philosophy, Psychology, History
- Practical experience
- University tutors/work-based mentors

The challenge:

Strong practical skills, personally understood and justified through an intellectually rigorous process of education

Curriculum

- Time in schools – steady increase to two thirds of time on a PGCE $2 \times 12 \text{ weeks} = 24 \text{ weeks}$
 - Serial/block teaching practice
 - Replacement of theory with subject studies, educational and professional studies
 - School-based assignments
-

Competence Curriculum

- Subject knowledge
 - Subject application – strategies/techniques
 - Class management
 - Pupil learning
 - Assessment
-

An Ideal Type of Curriculum?

- What do you see as an ideal curriculum for training teachers?
 - Who should deliver it?
-

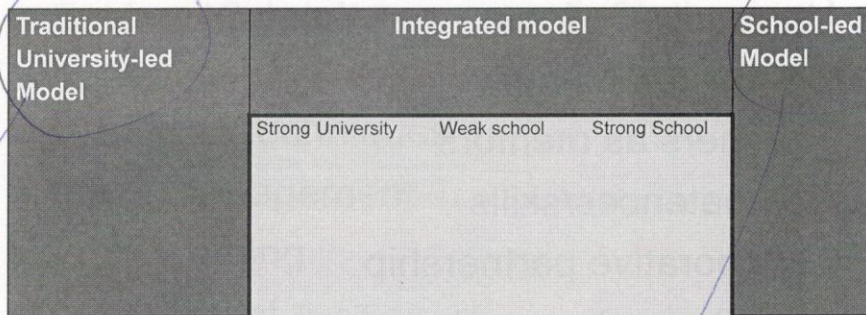
Partnership

- University/College....or schools?
 - Co-design, co-delivery, co-assessment
 - Teachers as mentors
 - Competences/skills
 - Collaborative partnership
 - Complementary partnership
-

Partnership

- Planning
 - Assessment
 - Documentation
 - Content
 - Mentoring
 - Contractual relationship
 - Budget
 - Location
-

Diversity



80%
of teachers

School Consortium for Initial Teacher Training (SCITT)

- University role for accreditation
- University role as outsourced provider
- University role as resource (libraries etc).
- In-house capacity

3% of teachers

Current Policy

- Schools – academies/multi-academy trusts
- From local supervision to central accountability
- Schools Direct
- Universities role?

Strong school model

Does it matter?

- See the NATE report
- What do students value about university-led teacher education?

Contemporary situation in Europe– United in Diversity

Primary and Secondary Education

Historic debates/trends:

- Purpose
- Organisation
- Curricula
- Teaching methods



Teacher education

Historic lack of European consensus on

- Purpose
- Organisation
- Concept of appropriate curriculum
- Qualifications - range from degree to diploma level



School Consortium for Initial Common European Issues

- Meeting demand and supply/economics: How do nations ensure a good supply of 'good' teachers?
- Quality of recruitment/status of teachers: How does the status of the profession impact on the quality of teachers?
- Governance and control of teacher education.
- Role of teachers within education
- Development of teacher identity
- Bridge theory and practice
- Balance subject studies and pedagogical studies
- Prepare students for needs of 21st Century

Range of Practice

- Governance: national, regional, local, role of Institution, responsibility of Teacher educator
- Qualification/certification – BA, MA, QTS, Licence
- Institution: university, polytechnic, teacher training college
- Sector: Primary, Secondary, Post-Compulsory, overlaps eg. Primary and Lower Secondary, vocational tracks
- Subject knowledge, academic disciplines, pedagogic/didactic studies
- Teaching practice
- Autonomy: none, total, limited by institution/teacher educator

Different **curriculum codes** lead to different emphases being put on content elements for teacher education, for example:

- ...When the main aim of education is to introduce pupils to the world of knowledge and the intellectual and cultural heritage of society, the knowledge and cultural richness of student teachers and their ability to transfer that knowledge are emphasized (the classical curriculum code).
- When the main aim of education is to provide pupils with learning skills so that they can manage their own learning and discovery of knowledge, student teachers need to learn how to support pupils without taking over the responsibilities of the pupils (the realistic curriculum code).
 - When the main aim of education is to introduce pupils to shared values, the teacher education curriculum focuses on the development of democratic attitudes and on involving pupils (the moral curriculum code).
 - When the main aim of education is to provide basic skills for society and skills for future professions, the curriculum within teacher education is designed accordingly (the rational curriculum code).

Marco Smeets and
Jefrey Ziegler: Teacher
education in Europe:
main characteristics
and
developments.

Teacher Education in Europe

- Practical training – model the master/apprenticeship model; craft model/celebration of experience
- Academic training – knowledge/contents/methodologies of home disciplines; problem-solving capacity; academic habitus
- Research based knowledge
- Autonomy
- Critical intellectuals
- Protect the Interests of learners
- Autonomous professional organisation
- Code of ethics

Buchberger, F., Campos, B.P., Kallos, D. and Stephenson, J. (2000), Green Paper on Teacher Education in Europe: High Quality Teacher Education for High Quality Education and Training, Umea, Sweden: Thematic Network on Teacher Education in Europe.

Diversity in Europe – England/Wales

- **Minimum Competency Model** (England and Wales; USA) :
 - School based teacher training
 - Alternative routes into teaching
 - Standards-based
 - Short duration of professional studies
 - Short periods of practical training
 - Disregard for educational theory/research
 - Disregard for scientific knowledge of academic disciplines

Buchberger, F., Campos, B.P., Kallos, D. and Stephenson, J. (2000), Green Paper on Teacher Education in Europe: High Quality Teacher Education for High Quality Education and Training, Umea, Sweden: Thematic Network on Teacher Education in Europe.

The European Debates – Critique of the Minimum Competency Model

- Professional problem-solving capacity
- Critical thinking
- Pro-activity
- Extensive core curriculum: pedagogy/Didactics; educational history; philosophy of education; educational psychology; educational sociology; evaluation/research.
- Teaching practice

Buchberger, F., Campos, B.P., Kallos, D. and Stephenson, J. (2000), Green Paper on Teacher Education in Europe: High Quality Teacher Education for High Quality Education and Training, Umea, Sweden: Thematic Network on Teacher Education in Europe.

- David Cameron will today unveil "brazenly elitist" plans to deter graduates with third-class degrees and those from some former polytechnics from entering the teaching profession.

As part of a push to make teaching "the noble profession" attracting the "best brains", a Tory government would deny state funding for training to graduates who achieve a third.

- Guardian Feb 2010

Best graduates/best teachers?

Barber's 'seminal study'.

How the world's
best-performing
school systems
come out on top

September 2007

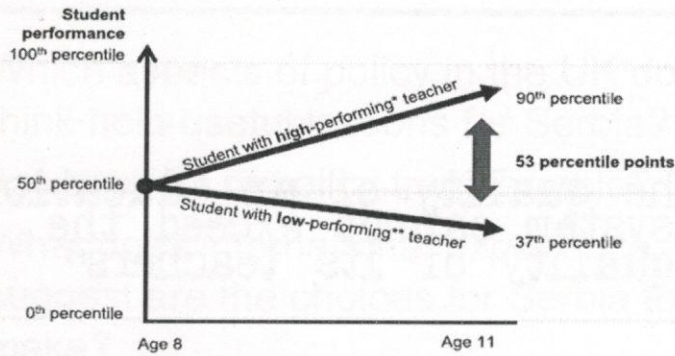
abc

c

McKinsey & Company

Barber, M. & Moura, S. (2007) How the
World's Best Performing School Systems
Come Out On Top. McKinsey and
Company

Exhibit 5: The effect of teacher quality



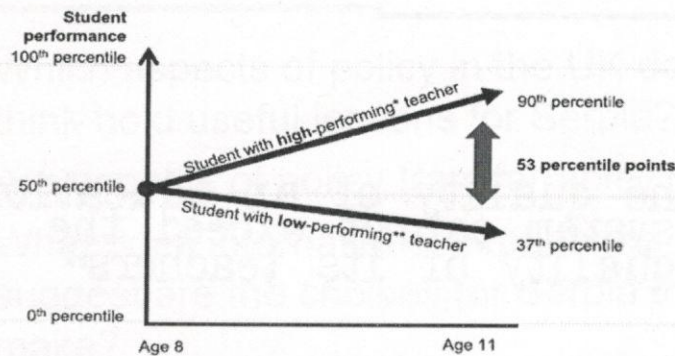
*Among the top 20% of teachers; **Among the bottom 20% of teachers
 Analysis of test data from Tennessee showed that teacher quality affected student performance more than any other variable; on average, two students with average performance (50th percentile) would diverge by more than 50 percentile points over a three year period depending on the teacher they were assigned
 Source: Sanders & Rivers Cumulative and Residual Effects on Future Student Academic Achievement, McKinney

Executive Summary

The information in this report is the result of a study of the factors that affect the quality of teaching and learning in the United States. The study was conducted by the National Academy of Education, a group of experts in the field of education. The study found that the quality of teaching and learning is affected by many factors, including the quality of the teachers, the quality of the curriculum, and the quality of the school environment. The study also found that the quality of teaching and learning is affected by the quality of the students and the quality of the parents. The study was conducted over a period of three years and involved the collection of data from a large number of schools and teachers. The study was conducted in a way that was designed to be as objective as possible. The study was conducted by a group of experts in the field of education, and the results of the study are presented in this report.

...top school systems suggest that three things matter most: 1) getting the right people to become teachers, 2) developing them into effective instructors and, 3) ensuring that the system is able to deliver the best possible instruction for every child

Exhibit 5: The effect of teacher quality



Analysis of test data from Tennessee showed that teacher quality affected student performance more than any other variable, on average, two students with average performance (50th percentile) would diverge by more than 50 percentile points over a three year period depending on the teacher they were assigned.

Executive Summary

Executive Summary

The purpose of this report is to provide a comprehensive overview of the current state of the global economy, focusing on the challenges and opportunities facing the world's major economies. The report is structured as follows:

- Introduction:** Overview of the global economic landscape and the scope of the report.
- Global Economic Outlook:** Analysis of the current state of the global economy, including key trends and challenges.
- Regional Analysis:** Detailed examination of the economic performance and outlook for major regions, including North America, Europe, Asia, and Latin America.
- Key Challenges:** Identification of the major challenges facing the global economy, such as inflation, unemployment, and climate change.
- Opportunities:** Exploration of the opportunities for growth and development in the global economy, including emerging markets and technological innovation.
- Conclusion:** Summary of the key findings and recommendations for the future.

The report is intended for a wide range of stakeholders, including policymakers, business leaders, and the general public. It provides a clear and concise overview of the global economic landscape, highlighting the key challenges and opportunities facing the world's major economies.

The report is structured as follows:

- Introduction:** Overview of the global economic landscape and the scope of the report.
- Global Economic Outlook:** Analysis of the current state of the global economy, including key trends and challenges.
- Regional Analysis:** Detailed examination of the economic performance and outlook for major regions, including North America, Europe, Asia, and Latin America.
- Key Challenges:** Identification of the major challenges facing the global economy, such as inflation, unemployment, and climate change.
- Opportunities:** Exploration of the opportunities for growth and development in the global economy, including emerging markets and technological innovation.
- Conclusion:** Summary of the key findings and recommendations for the future.

The report is intended for a wide range of stakeholders, including policymakers, business leaders, and the general public. It provides a clear and concise overview of the global economic landscape, highlighting the key challenges and opportunities facing the world's major economies.

...top school systems suggest that three things matter most: **1) getting the right people to become teachers, 2) developing them into effective instructors and, 3) ensuring that the system is able to deliver the best possible instruction for every child**

The quality of an education system cannot exceed the quality of its teachers"

http://www.mckinsey.com/App_Media/Reports/SSO/Worlds_School_Systems_Final.pdf

Status 'the respect and esteem in which a group is held in society'.

Government policy

- High starting salary
- Management of teaching profession
- Masters level qualification

High calibre entrants

High status of teachers

A desirable profession

Policy Learning/Borrowing

- Which aspects of policy in the UK do you think hold useful lessons for Serbia?
 - Are aspects of policy transferrable?
 - What does international experience suggest are the choices for Serbia to make?
-

Wrap Up

- Social context has changed in similar ways
 - Education and Teacher Education face similar challenges
 - Policy responses involve choice/dilemmas/tensions/contradictions
 - Policy responses have intended and unintended consequences
 - Teachers matter. Decisions made have significant implications.
-

Review

- Has this session met any of your expectations?