

# Is teacher training teetering on a precipice or undergoing a paradigm shift?

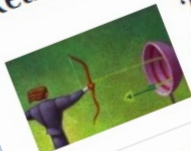
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# Where are we now?

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Matilda Martin • 20th October 2022



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**DfE shake-up to shrink teacher training market by 25%**

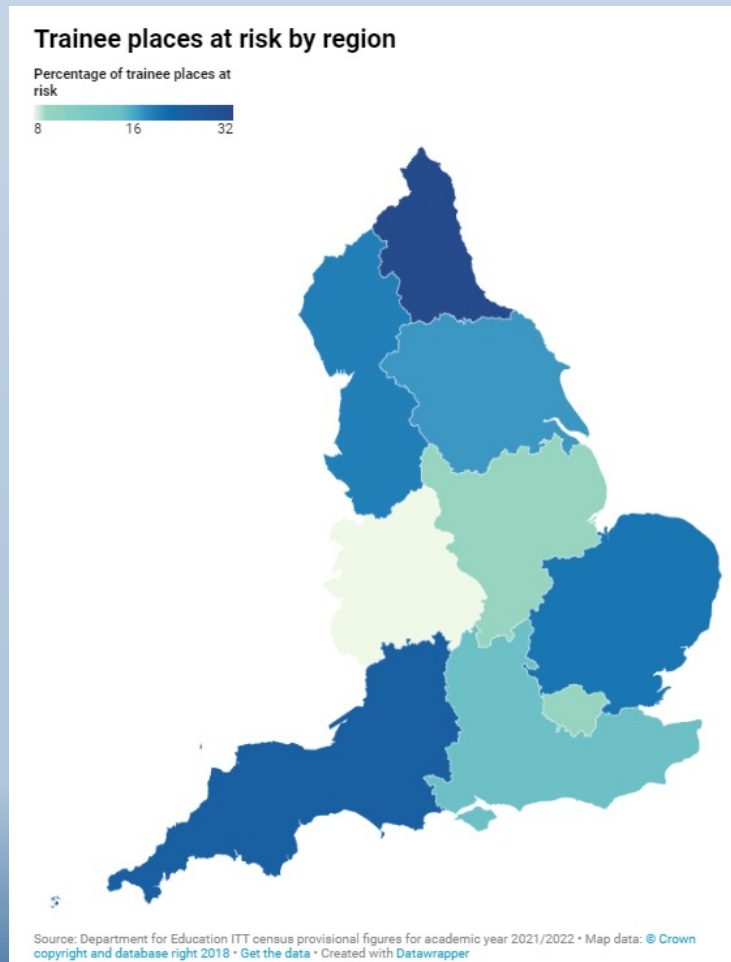
Exclusive: A total of 179 providers have now been approved to offer courses following the DfE shake-up of the sector, Tes has learned

28th September 2022, 5:12pm

# Where are we now?

- The total number of providers that have been reaccredited stands at 179, down some 20% on the historic total of about 240.
- Institutions including the universities of Oxford and Cambridge have warned that they might pull out of teacher training in response, but these institutions are among those that have secured reaccreditation.
- Some (most?) of those who did not receive accreditation are fighting back

# Is this the precipice?

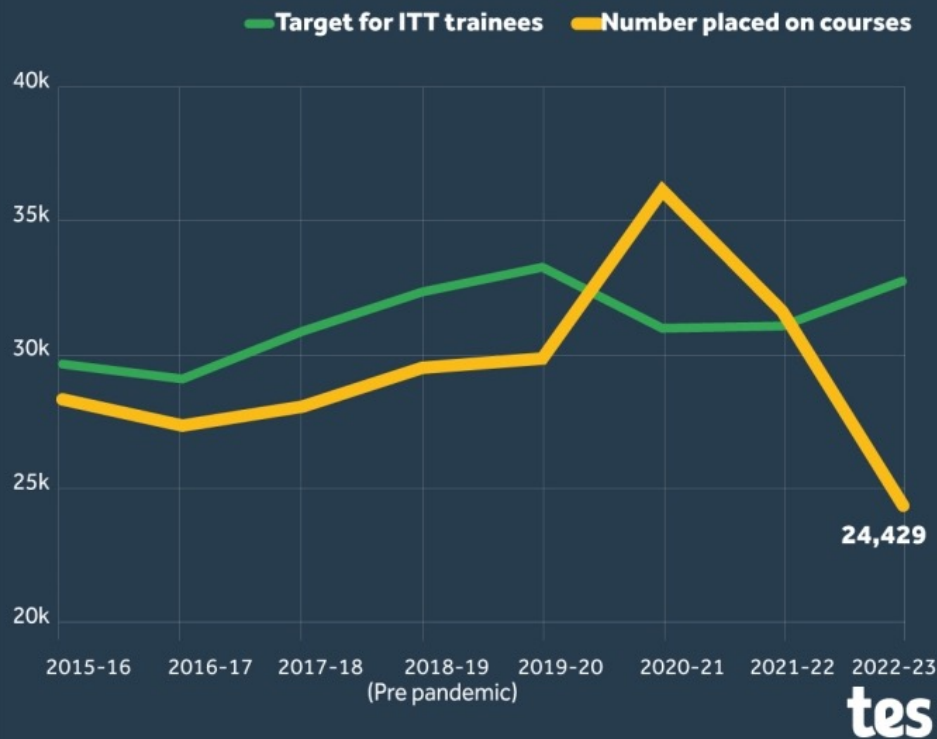


- Wiltshire:
  - One provider, 72 places at risk after North Wiltshire SCITT was not accredited.
- Kingston-Upon-Hull:
  - All 333 trainee places across three providers have failed to achieve accreditation.
- 32 existing SCITT providers did not apply in either round.
- 15 New providers (untested in ITT) were approved.



# Or is this the precipice?

## Target for ITT trainees and number placed on courses



- Subjects facing particular shortfalls... are computing (55 per cent below target), physics (40 per cent below), English (19 per cent below) and biology (19 per cent below).
- The number of secondary trainees accepted onto courses starting this month is 23 per cent below pre-pandemic levels.

Source: TES

<https://www.tes.com/magazine/news/general/secondary-teacher-trainees-40-below-government-target>

# Why are we on a precipice?

- 2016: White Paper *Educational excellence everywhere*
  - “we will accredit new school-led providers and support a major expansion of SCITT-led training, with a particular focus on covering priority subjects and in areas of the country where recruitment is most difficult”. (p31)
  - “Replacing QTS with a new, stronger accreditation” (p32)
- 2019: ITT Core Content Framework (CCF)
  - developed by the DfE appointed “Expert Advisory Group”, independently assessed and endorsed by the Education Endowment Foundation (EEF).

# The marketisation of ITT/ITE

“In July 2021 the sector received the ITT Market review report, that cited as the rationale for forcing all existing providers to go through a compulsory reaccreditation process, was that the quality of ITT provision was of variable quality according to a sample of providers visited by Ofsted between January and March 2021. This contradicts evidence that ITT performed extremely well in Ofsted inspections as cited by the respective sector representative bodies UCET (The Universities Council for the Education of Teachers) and NASBTT (National Association of School-Based Teacher Trainers). The report also cites that some providers have not been inspected for over 6 years which indicates a capacity issue with Ofsted not being able to carry out sufficient inspections.”

Boyle, D (2022) The marketisation of Initial Teacher Training – a view from inside the system online:

<https://fabians4education.edublogs.org/2022/08/30/the-marketisation-of-initial-teacher-training-a-view-from-inside-the-system-derek-boyle/>

# How did we get to this point?



- Dame Schools
- Private schools run by women teaching children too young to work
  - Precursor of nursery, or infant, schools in England
  - Existed in England possibly before the 16th century in both towns and rural areas
  - Survived into the 19th century.



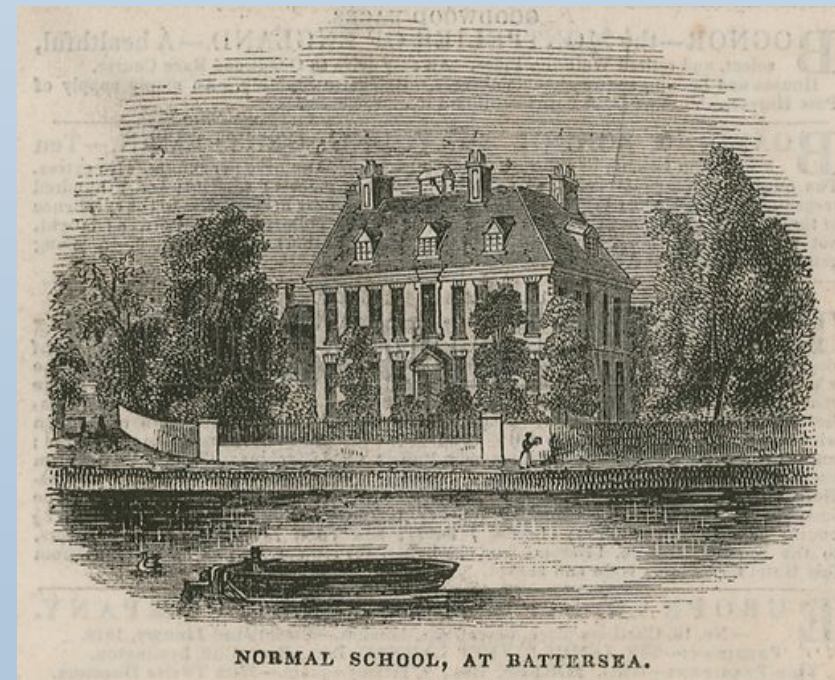
# How did we get to this point?

- Training schools and colleges (also called 'normal schools'). Initially started by the charities the British Society and the National Society in the early 19th century to train teachers in their elementary schools
- Originally, pupil-teacher training and education took place at elementary schools under the supervision of the headmaster.
- After the Elementary Education Act 1870 training took place at separate establishments called pupil-teacher centres, with teaching practice at elementary schools.



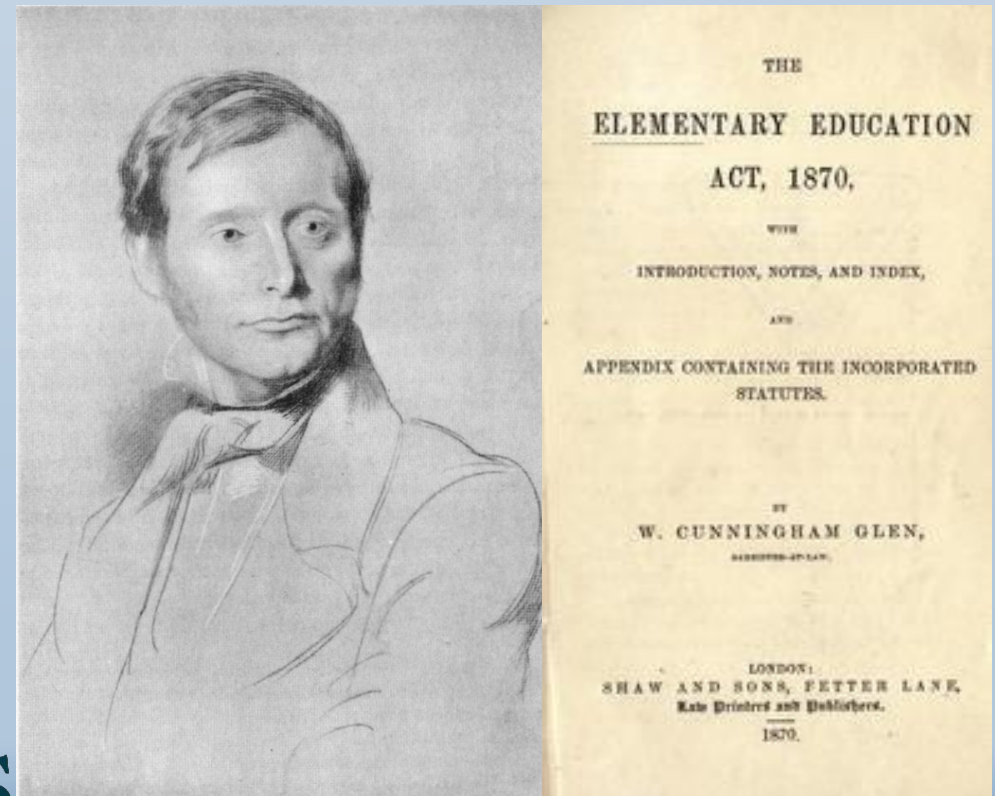
# How did we get to this point?

- At 18 pupil-teachers could apply for the Queen's/King's Scholarship Examination (later the Preliminary Examination for the Certificate). Successful scholars had the opportunity of attending training colleges for two or three years.
- These were residential colleges run by voluntary societies with some government subsidy. Training colleges were first set up in the early 19th century and many came to be modelled on Battersea Normal School, established in 1841.



# 1870 elementary education act

- 1870 saw the first major education act in England the 'Elementary Education Act'
- It established 'School Boards' and allowed these boards to create and enforce by-laws for compulsory school attendance



# Lambeth Ragged School



When Board Schools began in the 1870's, the 'raggeds' were still needed as

***"even Board School teachers do not like to take shoeless, shirtless, and capless children into their schools."*** (p.279)

In 1870 there were 132 ragged schools with 25,000 children

Lawson, J & Silver, H (2007) *A Social History of Education in England* London: Routledge



# How did we get to this point?

- Universities became involved in teacher training in 1890 when 'day training colleges' attached to universities were established
- In 1902 the training of teachers became established as a form of higher education, enabling the new local education authorities (LEAs) to make secondary schools available for the training of pupil-teachers.
- From 1902 regulations for pupil-teacher training were tightened up and secondary education encouraged wherever possible. From 1907 the bursar system gradually replaced the pupil-teacher system.
- The Burnham Committee on the Training of Teachers in Elementary Schools (1923-1925) recommended greater cooperation between training colleges and universities. This led to the establishment of Joint Examination Board (JEBs) who devised and conducted the final examination for student teachers in academic subjects.



# More schools – more organisation

- In 1902 Local Education Authorities were formed and provided for county secondary schools to be established in England
  - More organisation meant more decisions about 'what' was taught
  - The School Boards had not delivered what many saw as an 'effective' education.
  - The 1902 act sought to re-establish control of education by religious groups and the grammar schools

# How did we get to this point?

- The Fleming Committee was set up in 1943 to consider how to meet post-war requirements for teachers. It recommended a provisional scheme for the emergency recruitment and training of teachers in emergency training colleges which ran until 1951.
- The recommendations of the McNair Report (1944) on the supply, recruitment and training of teachers and youth leaders included the formation of Area Training Organisations (ATOs) to develop a closer relationship between the universities and teacher-training colleges.

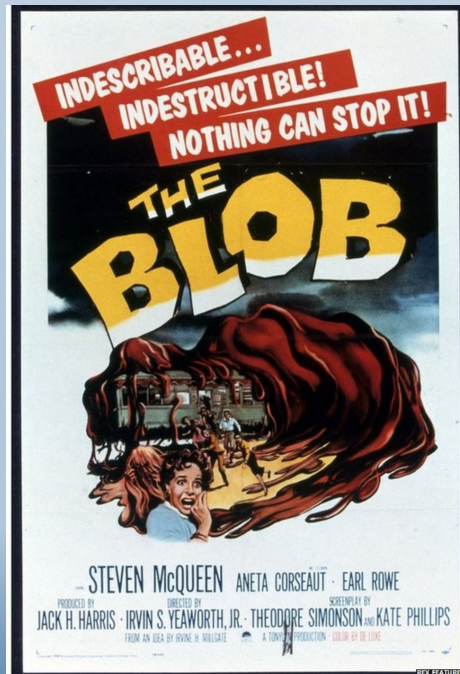
# How did we get to this point?

- The National Advisory Council on Training and Supply of Teachers (NACTST) was set up in 1948 to review national policy on the training, qualifications and distribution of teachers.
- The Robbins Report of 1963 recommended University Schools of Education and Training colleges be renamed Colleges of Education to award degrees in teaching.
- James Report 1972
  - a major review looking at the training and qualifications of teachers
  - James was of the view that teachers should be educated not trained

# The Paradigm Shift in ITE



- **If** “There is a problem in Initial Teacher Education”
- Do you attack the problem or attack those who you think are the cause of the problem?





# What could a paradigm shift look like?

- A crisis in teacher recruitment and retention
- Deprofessionalisation of teaching
  - it becomes a 'job' which simply requires people to execute set content prepared to meet centrally devised guidelines (set texts, set theories, set lessons eg Oak)
- It becomes a non-graduate profession returning to a simpler model of training that requires post A level (level 3) content and skills but does not require level 6 as a baseline
  - Non graduates are cheaper to employ than graduates therefore there is an overall saving in the budgets of schools increasing money for resources but not requiring extra government funding
- Teaching is taken from the 'academic' route and becomes an apprenticeship where schools recruit and train teachers only for their schools
  - Funding is again reduced and schools provided with apprenticeships coming via the children and young people's workforce at an advanced level.

# (un)intended consequences?

- The long term excision of the supposed 'influence' of ITE providers will be achieved with only those providers willing to deliver the centralised model allowed to continue
- If grammar schools are reinstated they will still employ graduates in specific subjects and will not necessarily employ apprentices or non-graduate teachers – resulting in a 2 tier 'pseudo-profession'
- State comprehensive education will be encouraged mostly to employ non-graduates (cheaper)
- MATs will be incentivised to take on the apprentice model (extra funding)

# Does a paradigm shift kill the *status quo*?

- A shift does not necessarily replace an existing system with a new *status quo*
- The old and new systems often co-exist and the best of both are utilised
  - Newtonian and Einsteinian physics
- Some shifts, however, will almost instantly change the landscape
  - Darwin/Wallace's theory of evolution by natural selection

# How do we react?

- Do we resist the change?
  - Can we resist the change?
- Do we subvert the change?
  - Can/should we undertake 'creative compliance'?
- Do we hope for a 'regime change' in government and sit out the next 2 years?

