

# **Initial Teacher Education**

## **Ten questions**

**House of Commons Seminar**  
**10<sup>th</sup> February 2009**

**John Furlong**  
**University of Oxford**

# Question 1

What is the role of initial teacher education in improving the quality of teaching and learning in our schools?

## **Question 2**

**Is the Teacher Supply Model fit for  
purpose today?**

# Can it deal with:

- Impact of the economic downturn on supply;
- Hidden and suppressed shortages;
- Implications of the changing gender and age structure of the profession;
- The flight from private schools;
- Local pressures on school funding;
- Impact of the collapse of the housing market on job mobility?

# Question 3

Have we got the right routes into teaching?

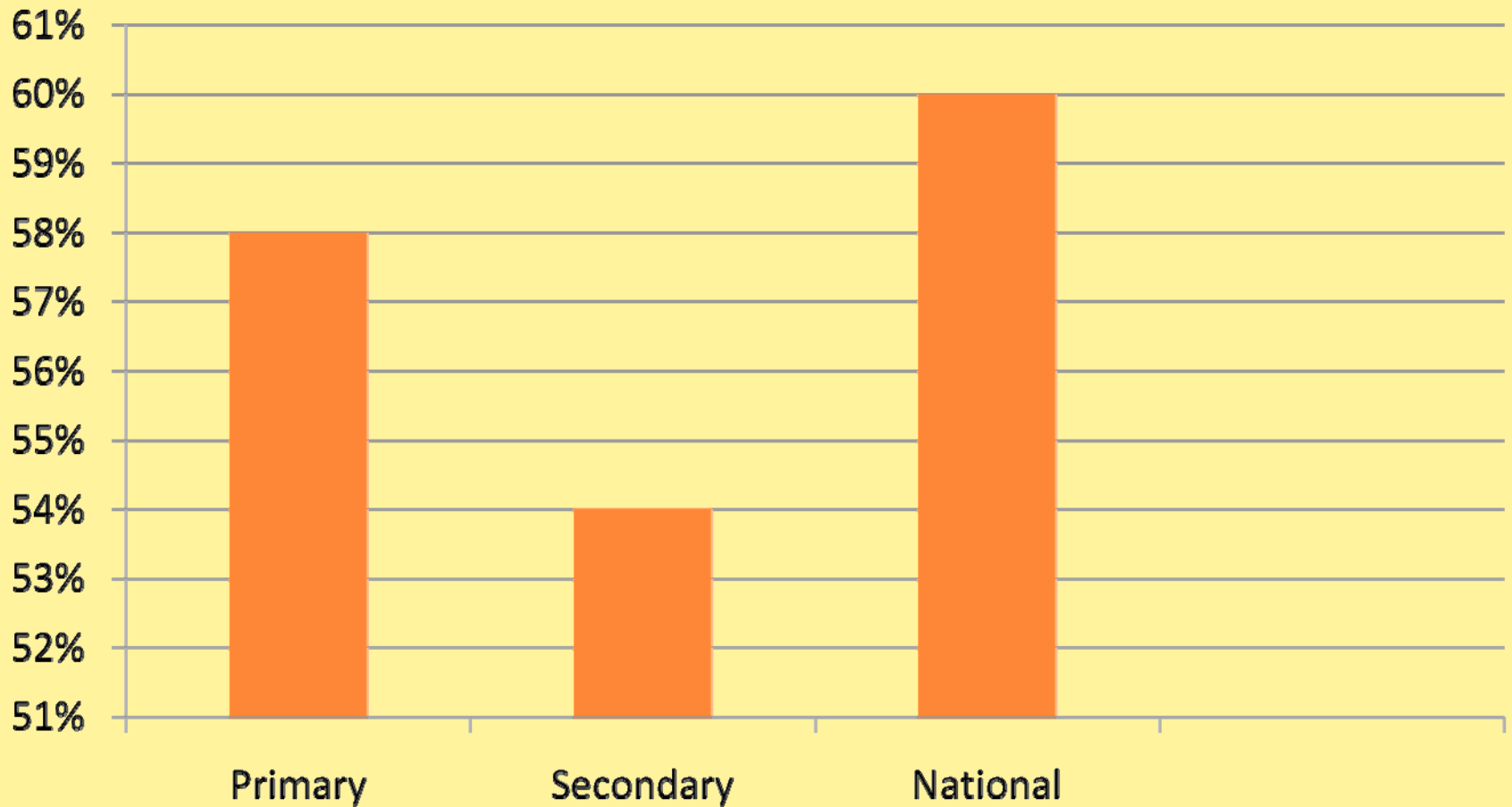
# 32 different routes

- Do they really bring different populations into teaching?
- What is the right balance of different populations entering the teaching profession?
- Is the quality the same for each route?
- Why do these routes have to be so separate – why are SCITT and EBITT still set up ‘in opposition’ to HEI based routes?

# **Question 4**

**How successful are we at getting the best quality intake into the profession?**

# Graduates entering teaching with 'good' degrees





# **The BEd**

**Is it time to abandon it or  
dramatically increase its intake  
quality?**

# Average Tariff by Subjects (UCAS)

Undergraduate Degree Subjects	2007
Teacher Training	198 ( C, D, D)
Biology	286
Mathematics	395
Social studies	377
English	305
European languages	434
History	322
Geography	341
Chemistry	335



- What is the evidence to say that Teach First is an effective strategy in raising the quality of entrants to the profession?
- Is it worth building on?

# Question 5

What do we know about the current  
quality of provision?

Standardised Ofsted rating score (Smithers and Robinson 2008)	HEI Secondary	HEI Primary	SCITT Secondary	SCITT Primary
A		1		2
B				
C	6	1	1	
D	4	4	1	5
E	2	4		
F	51	17	13	3
G	4	34	2	15
H		1		1
I			2	
J	3		10	
K			1	3
No of students	15,000	14,500	848	817

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# **Question 6**

**Is the current approach to quality control fit for purpose?**



# **Moving beyond 'satisfactory'**

**Can the current approach to quality control (standards, regulatory and inspection frameworks, self assessment documents) actually enhance quality beyond 'satisfactory'?**

# Question 7

Is there a link between teacher education quality and educational research?

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<b>Top 10 ITT Universities</b> (Smithers and Robinson 2008)	<b>RAE Ranking (THES)</b>	<b>Bottom 10 ITT Universities</b> (Smithers and Robinson 2008)	<b>RAE ranking (THES)</b>
Cambridge	3	East London	54
Oxford	2	London Met	17
Exeter	7	Bishop Grot	79
Warwick	9	Marjons	80
Kings London	4	Goldsmiths	40
Manchester	14	Cumbria	78
Sheffield	21	Middlesex	Not entered
Bristol	5	Open U	21
Loughborough	65	Bradford	Not entered
Reading	34	South Bank	Not entered

# Question 8

Who are our teacher educators?  
How do we recruit and develop  
them?

# Who are our HEI Teacher Educators? (Ellis et al, University of Oxford)

Survey of advertised jobs -  
three months last year

- 65 jobs
- 50%+ permanent
- 25% of advertised posts were hourly paid temporary workers with pro-rata salaries of £28K-£35K

*'a practitioner with QTS to work on primary ITT'*

*'an excellent communicator with a positive approach for this exciting role in our challenging environment'*

# **Question 9**

**What do we know about what makes effective initial teacher education?**

# **The international consensus - the importance of authentic *in situ* professional learning**

‘If student-teachers are going to learn how to become effective teachers, let alone expert teachers, they need to learn from expert teachers in authentic teaching contexts, on the one hand, through close observation and a gradually expanding supporting role in the classroom, and, on the other hand, being coached and mentored, and their learning being appropriately scaffolded by expert teachers/mentors.’ (Hogan and Gopinathan, 2007)

# **Its weakness is the weakness of the knowledge base of the teaching profession itself**

‘I would respectively propose that a major challenge for the education of teachers and the professional development of teachers for this next generation will be to recognize that what we desperately need is a suite of signature pedagogies that are routine, that teach people to think like, act like, and be like an educator. We need signature pedagogies that respectfully recognize the difference between pedagogical thinking associated with promoting deep understanding in mathematics, and doing it deeply in English literature, or in history. And that we build our programs of teacher education around these kinds of signature pedagogies...’ Shulman (2005: 15)



# Question 10

How do we encourage more innovation in the system and what sorts of innovation might be productive?

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