

Post Carter, Post Election – emerging partnerships ahead...

William Stow,

Head of the School of Teacher Education and Development

CANTERBURY CHRIST CHURCH UNIVERSITY



Twenty years on...

- Post 1992

MOTE (Furlong et al. 1996) – ‘Collaborative, HEI led, separatist’

- New Labour 1997-2010

The (slow) growth of school-based ITT

- 2010 – The Importance of Teaching

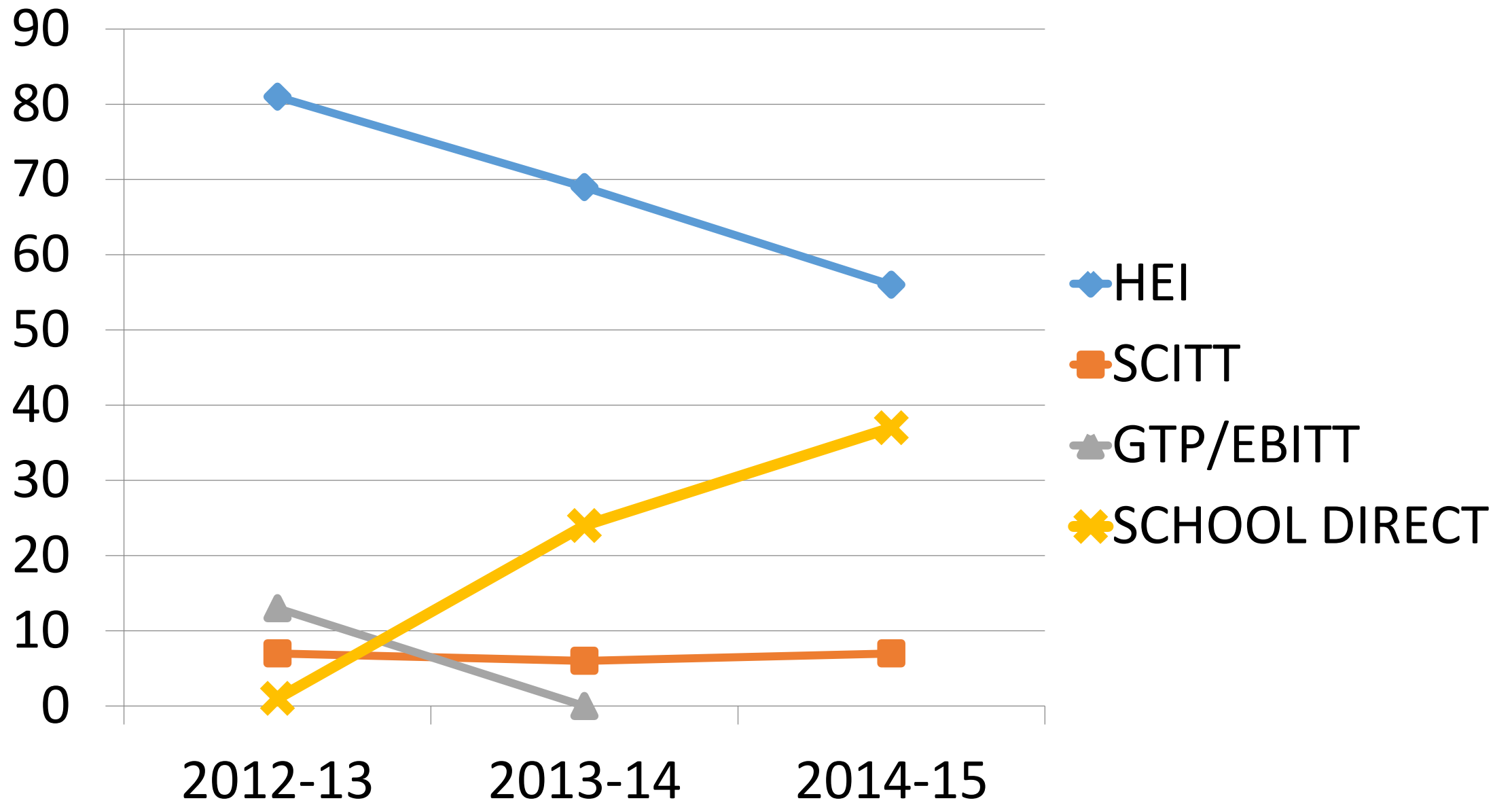
The Govian Explosion and ‘rebalancing the system’

- 2014 – Carter

- 2015 – recruitment without limits? A ‘free’ market?



Feature	Collaborative	HEI (provider) led	Separatist (complementary)
Planning	All tutors and teachers have opportunities to work together in small groups	HEI led with at most some consultation of small group of all teachers	Broad planning of structure with agreed areas of responsibility
HE visits to school	Collaborative to discuss professional issues together	Strong emphasis on quality control, monitoring that school is delivering learning opportunities	Very few or none
Content	Schools and HEI recognise legitimacy and difference in an ongoing dialogue	HEI defines what students should learn in school	Separate knowledge domains, no dialogue
Mentoring	Giving students access to teachers professional knowledge, training as development	Trained to deliver what course defines as necessary	From knowledge base of school
Assessment	Collaborative based on triangulation	HEI led and defined	School responsible for teaching assessment
Contractual	Negotiated, personal	Directive with lists of tasks	Legalistic, finance led



Initial allocations 2014-15		% of total allocated	Census	Fill Rate	% of total recruited
Provider led (Total)	25,817	63	22,924	89%	71
HEI	23,095	56	20,774	90%	65
SCITT	2,722	7	2,150	79%	7
School Direct (Total)	15,254	37	9,232	61%	29
<u>Total</u>	<u>41,071</u>		<u>32,156</u>	<u>78%</u>	

The Carter effect



Expected features:

- Emphasis on how to get schools more engaged and informed in ITT (R13, 17)
- Simplifying choice for applicants (R14)
- Content of programmes of ITT (R1)
- Importance of subject knowledge (R3, 4, 5)

New features

- The development of national mentor standards – R11, 12
- The role of specialist provision and schools – R10
- ‘Clarification’ on the optionality of PG academic awards (PGCE) – R14

And what of effective partnerships?



- ...utilise expertise from across the partnership
- ...are built on mutual respect and a shared vision as well as clearly defined and agreed roles.
- ... should be sufficiently diverse so that they can facilitate opportunities for trainees to **access a range of settings and contexts and types of expertise (ideally allowing access to Special Schools, PRUs and other contrasting settings).**

2.4.14

- ...characterised by an emphasis on a common sense of purpose, **clear management structures and equality within the partnership with every member contributing and being valued for their contributions."**

3.4.8

A reflective case study – CCCU 2000-2015

2000-2010:

- Large partnership – 400+ schools
- Fixed to flexible – variations on a theme
- Working with other providers 1 (Teach First national partnership)
- Large GTP provision

From 2010 onwards:

- GTP to School Direct
- SCITT partnerships
- Working with other providers 2 (Troops)
- School of Teacher Education and Development – Cross-phase working
- From tutors as assessors to tutors as coaches? Our FE story
- From [HEI-led to collaborative](#) – big shifts in some areas but still the Curate's Egg!



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Governance –
circle models for
shared monitoring
and greater
accountability?

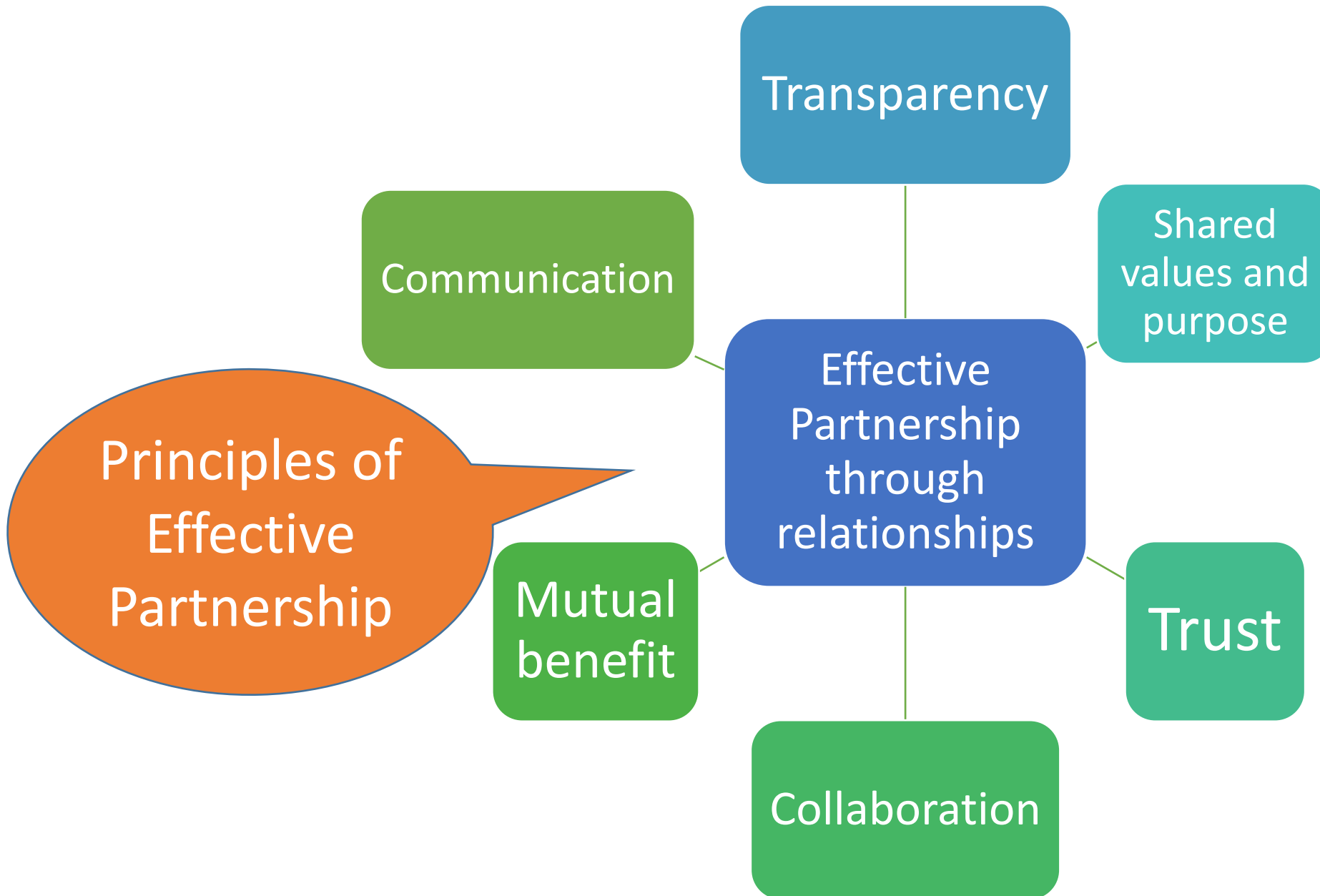
The current and future policy state



- A shift in rhetoric?

“School-led provision is **an important part of the mix of ITT routes**. It gives schools more influence over the training of teachers than might otherwise exist within an entirely provider-led system”

- The sky’s the limit, or sink-holes? ITE without allocations, self-determining supply model? NCTL capacity to manage a live system?
- Partnership working? – government, schools and ITT providers



Eyes on The Bigger Prize?

A compelling case for a supported career

Master teacher	Academic Level	Leadership
QTS	4-6/7	QTS
NQT	7	NQT
Early career (years 2-4)	7	Early career/middle leader
Master teacher	7/8	Middle/ aspiring senior leader
'Principal Master Teacher'	8	Senior/system leadership

Where next?

- ITT accreditation – the next sledgehammer?
- Joint QTS/NQT accreditation?
- New models of teacher development – post PGCE?
- Is a qualification necessary?

For further reading see:

- John Furlong et al. (1996) Re-defining Partnership: Revolution or reform in initial teacher education?, *Journal of Education for Teaching: International research and pedagogy*, 22:1, 39-56
- John Furlong (2013) Globalisation, Neoliberalism, and the Reform of Teacher Education in England, *The Educational Forum*, 77:1, 28-50
- <http://www.consider-ed.org.uk/reviewing-ite-are-we-asking-the-right-questions/>
- <http://www.consider-ed.org.uk/here-we-are-again/>