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New Horizons or Uncertainties? The Changing Policy Context in Post-Compulsory Teacher Education

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WHAT IS THE POLICY CONTEXT?

Quality of teaching and impact on quality of learning

“TLRP’s evidence shows that teachers and teaching are the most significant factors in improving educational outcomes” (TLRP, 2008: 2)

“Teacher education does have a fundamental impact on both teacher effectiveness and student outcomes.” (Musset, 2010: 13)

Models and style of Teacher Ed

Programmes are getting longer, are at a higher level, and schools have more say. (Musset, 2010)



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WHAT IS THE POLICY CONTEXT?

Since Lingfield (2012)

- * Teacher Education has been quietly deregulated.
- * The period of training could get shorter (some signs of moves towards that already)?
- * The minimum level is still lower than many other countries (Level 5).



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WHAT IS OUTSTANDING TEACHING?

“the term outstanding has been hijacked by Ofsted and has unfortunately – and often undeservedly – come to be associated with a particular type of success within a narrow, instrumentalist ‘checklist’ approach to teaching, rather than an exciting and intellectually challenging activity.” (Harper, 2013: 3)

“The common features across the 20 lessons were the factors that teachers had responsibility for and could control. Therefore, it is the teachers who made the lessons outstanding.” (ibid: 103)



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WHAT IS THE SECTOR CONTEXT?

Inspection

- * Teaching and learning (and Teacher Education) has been drawn into the centre.
- * Larger colleges doing less well.

1. Ofsted should use a validated protocol for lesson observation, with appropriate training.
2. Ofsted should demonstrate the validity of all aspects of inspectors’ judgements.
3. There should be ongoing, transparent, independently verified processes for QA.

(Coe, 2013)



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WHAT IS THE SECTOR CONTEXT?

TEACHER EDUCATION

- * Fewer resources, grade ones and lower reputation than School ITE
- * PT In Service down .. About one third?
- * Cuts – pace of change
- * Environment of managerialism; performativity; restrictive approaches.
- * Poorly defined professional identity
- * Lack of voice



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WHAT NEW HORIZONS AND OPPORTUNITIES?

- * The sector
 - Diversity, breadth and range
 - HE in FE
 - Second chance
 - Vocational learning
- * The teachers
 - Strongly committed
 - Seeking opportunities to develop
 - Resilient
 - Persistent



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WHAT NEW HORIZONS AND OPPORTUNITIES?

- * ITE and CPD
 - New ITE programmes
 - Bursaries for English, Maths and SLDD
 - Existing / Developing CPD
- * Alliances and networks
 - Christchurch Canterbury University
 - TELL, ACETT, UCET, iFL
 - Teachmeets




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WHAT NEW HORIZONS AND OPPORTUNITIES?

- * Innovations and developments
 - Phase 1, 2 ITE projects
 - Self initiated projects
 - Research within ITE / CPD programmes
 - Contributions to consultations, projects, research and publications
 - Any (FE college, WBL, armed forces, adult and community learning and more) provider **will be involved**




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The Invisible Connection?

- * Teacher Educators
 - What do teacher educators do, all the time and at every level?
 - Promote and enact reflective practice; expansive learning and working approaches; engaging with the wider education world and the wider community.
 - Give excellent support to and promote development and improvement in their trainees' teaching and confidence
 - Make connections

We are **'CONNECTING PROFESSIONALS'**
(But we don't seem to realise that)
(AND NOR DO MANY OTHER PEOPLE .. OTHER THAN OUR TRAINEES)



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WHAT NEXT?

"it seems clear that a more coherent national strategy for attracting, training and retaining the best teachers needs to be developed." (Howson and Waterman, 2013: 16)

Should we?

- * Raise the profile of Teacher Education?
- * Operate in the shadows?
- * Improve our evidence?
- * Pass more frequently along the corridors of power?
- * Share experiences, strategies about surviving, inspection, supporting teachers, managing managerialism, improving
- * **Or ... over to you ...**



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RESOURCES

Join the TELL network – j.crawley@bathspa.ac.uk

TeacherEducatorUK website - <http://teachereducatoruk.wikispaces.com/>

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