EXPERT GROUP ON OBJECTIVE 1.1: IMPROVING THE EDUCATION OF TEACHERS AND TRAINERS

GROUP REPORT on Study Visit to the Teacher Training Agency – London, UK

THEME: Defining Competences and Curriculum in Initial Teacher Training

Date: April 9 -11, 2003

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INTRODUCTION

This report follows the same structure of background papers on study visits. After a brief overview of the visit, a description of the policy practice substance is given; second, the process of policy implementation is analysed; thirdly, the police practice outcomes, characteristics and conditions are presented.

In its final section, the Report summarizes the main conclusions drawn by the participants during the debriefing sessions. Also, on the basis of each participant's individual report, it is noted how this particular policy practice may inspire the policies of each participant's country. Lastly, the two "Brighton questions": 1) how does this policy practice contribute to the continuum of the teaching profession? 2) how does it facilitate the dialogue between the school and the society? – are addressed.

In Appendix, the following documents are presented:

- detailed agenda of the study visit;
- evaluation of the study visit programme;
- participants' opinions about the viability of such a policy in their own countries (Estonia, Germany, Poland, Portugal, and Turkey);
- list of documents made available to the participants during the visit.

II - BRIEF OVERVIEW OF THE VISIT

The study visit to the Teacher Training Agency, in London focused on the theme *Defining competences and curriculum in initial teacher training (ITT).* It included:

- in what concerns ITT policy design, interviews with senior officers of the Department for Educational and Skills (DFES) and the Teacher Training Agency (TTA);
- in terms of ITT policy implementation, interviews with TTA senior officers responsible for partnership implementation, and diverse ITT providers, such as: i) the Universities Council for the Education of Teachers (UCET[1]) and the University of Greenwich; ii) a school working in partnership with the London Institute of Education; iii) two school-centered initial teacher training providers (SCITT);

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[1] UCET members are all the universities and nearly all the colleges dealing with teacher education in the UK.

- regarding <u>ITT policy quality assurance</u>, interviews with TTA officers dealing with the annual Survey on Newly Qualified Teachers[2], and an interview with an inspector from the Office for Standards in Education (OFSTED), which inspects ITT providers.

Participants were able to discuss the opinions of other major stakeholders in the process, such as an Advanced Skills Teacher[3] responsible for managing school mentors within the partnership programme; the President of the Secondary Headteachers Association[4].

All the participants have considered this a very enlightening visit in terms of how to design, implement, monitor, and evaluate a particularly consistent ITT policy. Many of its distinctive characteristics were deemed to be worth studying, in order to improve each participant's own educational system.

II – ITT POLICY PRACTICE SUBSTANCE

According to all the documents and interviews, these are the most distinctive characteristics of the English initial teacher training (ITT) policy:

i)   It is based on outcome-focused standards.

ii)   It allows for several paths to teaching (undergraduate; postgraduate – masters' level; flexible; fastrack; employment-based) and several teacher ITT providers, namely HEI - Higher Education Institutions; and SCITTs – school-centered initial teacher training providers.

iii)   These ITT providers have to be accredited by the Teacher Training Agency (TTA), on the basis of an inspection by OFSTED, that evaluates the extent to which the "Requirements for ITT Training", specified by the Teacher Training Agency (TTA), are implemented.

iv)   The standards for the award of Qualified Teacher Status (QTS) are organized in three inter-related sections: 1) Professional Values and Practice; 2) Knowledge and Understanding; 3) Teaching: 3.1) Planning, expectations and targets; 3.2) Monitoring and assessment; 3.3) Teaching and class management.

v)   Providers are allowed autonomy in deciding how they will organize their training and respond to individual teachers needs, as long as they meet some "Requirements for the provision of ITT", specified by the TTA and organized in four sections: 1) <u>Trainee entry requirements</u> (for instance, all entrants must have achieved a standard equivalent to a Grade C in the GCSE examination in English and mathematics; and, among the selection procedures, all candidates admitted for training must have taken part in a group and individual interview; 2) <u>Training and assessment</u>, based on

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[2] This survey is sent every year to 25000 NQT; they receive about 5/6000 replies.

[3] AST is a path in teaching career that allows excellent teachers to work 20% of their time in another areas than teaching, and in other schools, in order to disseminate their good practices (see http: \\www.teachernet.gov.uk).

[4] This interview has enlightened some major characteristics of headteachers' and other school leaders' standards and training programmes in England, which, by themselves, would be worth a study visit, given their consistent and career-long approach (initial, induction and in-service leadership training).

the QTS standards (for instance, all trainees must be prepared to teach across at least two consecutive Key Stages – ages 3-19), must spend at least 18 to 32 weeks in schools, must have experience in at least two schools; must be informed about the statutory arrangements for the induction of newly qualified teachers and be helped to prepare for these. The standards for the induction stage are built on the standards for QTS; 3) Management of the ITT Partnership between providers and schools, making clear to everyone involved each partner's roles and responsibilities; 4) Quality assurance (for instance, implementing internal and external procedures to assure the reliability and accuracy of assessments; identifying targets for improvement; and regularly benchmarking their performance against similar providers).

vi) The English IIT policy's quality assurance relies heavily on OFSTED inspections, based on which the TTA may withdraw ITT providers their accreditation. In 2002, OFSTED has published, in partnership with TTA, a new *Framework for the inspection of Initial Teacher Training*. This framework may also be consulted on the OFSTED webpage. Inspections focus on three areas: 1) management; 2) training – for each subject, 3) standards (also for each subject). Inspectors are generally considered to be very highly qualified and competent to do their job. When some ITT provider does not meet the standards and requirements, they have one year to improve; otherwise, they loose all accreditation (meaning that, for example, if the ITT English programme is good but the ITT Social Studies is rated "poor", the whole institution looses accreditation). This usually means that ITT providers, after a first inspection with poor grades, tend to follow one of two strategies: either they invest strongly in the "poor" department; or, more frequently, they just pull it out from their course offerings, in order not to risk their whole financial future, with heavy consequences for lecturers that are made redundant.

vii) Among the several providers, both senior officers in the Department for Education and Skills and the Teacher Training Agency and inspectors from the OFSTED emphasized the relevance of the partnership model between universities and schools, where the former are responsible for the final outcome, and the schools are included in the recruitment, mentoring, supporting and assessing of the trainees, who have to spend 1/3 of their training time in the Universities and 2/3 in schools.

viii) TTA senior officers named the English ITT model an "evidence-based model", in which training has to be supported on already proved practical evidence, and where trainees are not allowed to be left alone to experiment new things on their own.

ix) Before acquiring their QTS status, new teachers have to pass 3 national examinations by TTA: ITC, numeracy and literacy. This must be done during the first year of teaching.

Historical and demographic context

In order to understand the origins of such a policy, it is necessary to understand the changes that have occurred in ITT in England during the last decades. Until the early 1980's, there was no National Curriculum for students and Higher Education Institutions (HEI) were completely autonomous in the ITT programmes they offered. There was, as a result, a considerable variability in their quality. This variable quality was seen as a problem by the educational administration, based on reports from OFSTED inspections about the poor quality of some new teachers, and complaints from parents about the same issue. As a consequence, it was decided to design and implement a more structured approach to ITT, related to a more structured approach to student outcomes. During the late 1980s and 1990's, the regulations for ITT curriculum were severely restrictive, included in a 187 pages handbook.

This radical change of policy faced a strong opposition from HEI, used to total autonomy and mostly total control over ITT. For most of them, schools were then seen as recipients of trainees to complete their teaching practice, rather than partners in ITT design, implementation and assessment In order to enforce this "new order", HEI and other ITT providers were subjected to regular inspections. This pressure exercised upon ITT providers, and the resulting opposition to such a strict control, led to a second generation of ITT standards and requirements, included in a 16 pages handbook, supported by a 124 pages Handbook of Guidance.

There is in England a shortage of teachers in several secondary education disciplines. To solve this problem, secondary school teachers are now better paid than University lecturers; teachers' roles and functions have also been changed, decreasing their paperwork and other non-teaching jobs (a function for "teacher-assistants"); and the teaching career has been diversified, creating opportunities for recognizing the ones who excel in teaching (Advanced Skills Teachers).

III- ITT POLICY DESIGN

The process of consultation for ITT standards lasted 18 months to 2 years. The standards were put in the website and newspapers for consultation, teacher unions and teacher organisations, church groups, local employees and all the main stakeholders in the process were consulted.

IV- ITT POLICY IMPLEMENTATION

The pressure exercised for almost two decades upon HEI and other ITT providers, namely through regular inspections by OFSTED, left its sequels. When, during the turn of the century, a second generation of much "lighter" ITT standards was produced, they seemed to be so open to interpretation that TTA officers had to write a 124 pages Handbook of Guidance, in order to reassure the several ITT providers that they were "doing the right thing". (As the president of the UCET – Universities Council for the Education of Teachers has put it: "Some

of them do not really believe that they are now freer to organize their programmes as they think best, as long as they meet the final standards").

According to DFES/TTA senior officers, the main ITT policy implementation challenges are, namely:

- Finding schools to make partnerships with Universities (each trainee has to practice in at least two schools).
- Influencing ITT providers to work with each other, in order to design and implement similar mentoring and tutoring schemes.

Some schools (for example, the visited Greenford High School, in Ealing) have solved this problem by creating an AST post attached to ITT. These "lead mentors" or "managing mentors" are responsible for giving consistency to the work of each school's several mentors[5]. They are also responsible for their schools' induction programmes. In partnership schemes, they tend to work directly with "link-tutors" from the Universities (this happens, for instance, in the visited University of Greenwich, School of Education and Training; and the Institute of Education, University of London). In the region of London, ITT providers agreed upon some guidelines for mentoring, published in the *London providers mentor training framework.* During the study visit, it was apparent that this framework was followed mainly by ITT partnership schemes. The two visited school-centered ITT schools (SCITTs) decided not to participate in these London providers meetings, claiming their un-usefulness, given their own larger experience in mentoring.

The school-university partnership ITT path seems to be specially supported by TTA (on the basis of OFSTED evidence). In order to implement it, TTA encourages a tripartite partnership, in which schools, universities, and Local Education Authorities (LEAs) work closely. TTA has set the goal that "Every teacher is a tutor to a trainee". To achieve this goal, a training package of 9 modules has been developed, to train teachers on how to teach adults. In England, every teacher's contract specifies the duty to support new trainees, in order to improve the quality of teaching and learning. This is seen by TTA as part of the new teacher professionalism. In result, school mentors are not, as a rule, better paid than other teachers.

A way to encourage teachers to willingly play this role was integrating "working with a trainee" as an important item to be admitted to other (more important) positions. The quality of mentors – teachers that support trainees during their school practice – is seen as crucial in this path. Since all trainees have to practice in at least two schools, this means that TTA is in

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[5] These "managing mentors" may have an important role in their schools' induction and CPD programmes. For example, this particular III-AST, who was responsible for 10 student teachers in the school, 7 student teachers outside, and 9 induction teachers, promoted weekly seminars with mentors, a whole-day induction seminar in July (in this school, NQT were employed from the beginning of July); and 2-day programmes between second-year and first-year teachers, to facilitate their school integration. He also did paired observations with subject co-tutors, in order to develop a consistent approach, necessary to quality assurance, and interviewed post-graduate applicants.

partnership with hundreds of schools, where half or more of the teachers are involved in mentoring activities. In 2002, 95% of the English secondary schools were involved in ITT, and 74% of the primary schools[6]. The average number of trainees per school was, in 2002, 5,29. The target is to have, in the future, 20-30 trainees in each secondary school (the average is now 9,93), to allow for interdisciplinary work; and also more trainees per primary school (the average is now 3,92).

Increasing ITT capacity also meant developing partnership promotion schools, paid to go to other schools to exchange good practices; and training schools, initially run by the Department of Education. These schools are encouraged to develop ITT programmes where trainees go to diverse discipline classes, in order to understand what can be done through other disciplinary approaches on the same issue.

The dissemination of effective practices is seen as crucial by TTA. The Agency has created 9 regional offices, run by regional partnership managers, to promote these effective partnerships. In each of them, Newsletters titled DOINGITT are published, where teachers, mentors, headteachers and other ITT participants report on their activities.

According to the Universities, the main policy implementation challenges are related, namely, to:

- Lack of funding to support training on tutoring and mentoring for partnership schemes. ITT providers were asked to play other roles, and the funding did not increase accordingly. This has been a major problem, and some Universities have given up their investment in ITT. As one representative explained: "We have to pay the schools in partnership, and this is a big funding problem. Initially, the Government's intention was that Universities would do less. But, in fact, we can't. The OFSTED inspections require quality, and we don't want to loosen our standards". Universities also complain about lack of funding to pay lecturers, who earn less than secondary school teachers. It is hoped that a recent "slight increase" in funding will lessen the problems felt by Universities.

- Too many regulations and inspections, which stifle innovation. Given the standards and requirements published by TTA, it is agreed that newly qualified teachers tend to be, on the whole, better qualified than ever, but there is a tendency towards the mean that keeps out the most interesting innovators. It is hoped that the new inspection scheme that came out in September 2002 is not so draconian as the former one.

- Universities are interested in making partnerships with schools for induction year, a role that was given solely to schools, and also for CPD programmes.

- The quality of mentors– teachers that support trainees during their school practice – is seen as crucial for partnership schemes. There is, in consequence, an effort to

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[6] In 2002, there were in England 21967 schools applicable for ITT.

collaborate with other ITT providers in order to have a common framework for mentor training, and each University provides training for mentors[7].

According to SCITTs (school-centered teacher training providers), the main implementation challenges are:

- Assuring quality in recruiting ITT trainees. One of the visited SCITT director proudly noted that this SCITT had been rated third in terms of ITT quality, and related this quality with hard work and strict recruiting norms (they accepted about 40% of their applicants). In this particular SCITT (a consortium of primary schools), the recruiting process had two stages: In stage I, applicants were interviewed by 2 headteachers; read an article and talked about it; selected one from 10 education statements, and then wrote about it. In stage II, they spent a ½ day at school and did some activities with children. Afterwards, if they were selected, they had to spend 2 days in a school before really beginning work in July, when they received some tasks.

- Assuring a proper training for ITT mentors, considered as a crucial part of the ITT process. Both SCITTS had developed Mentor Handbooks to encourage a consistent work. They also had on-line material to support training; and new lecturers had an induction period to adapt to the SCITT vision.

- Both SCITTS noted the fact that recruiting quality teachers was made easier by having ITT training in their own schools, allowing for a smooth transition training-induction-teaching. Each SCITT director was also responsible for the SCITT induction programme and one cooperated with the LEA in terms of their professional development programme.

- Both noted that being a SCITT, that is, training centers run by schools, made bureaucratic and administrative problem solving much easier, because they didn't have to go to "all those university meetings".

- Both noted that this ITT path was a way to empower schools, although liaison with universities was important in terms of quality checking, and liaison with LEAs was important to give conditions for SCITTS to develop.

- Negotiating with the Universities the use of their resources, knowledge, and PGEC (postgraduate teacher education) accreditation was seen as a challenge. As one SCITT director put it: "It is important that universities don't feel threatened by us, since we take away their students and money". Also, in SCITTS, trainees in training schools are paid and have almost teaching status, whereas in partnership paths, trainees in host partnership schools are not paid and have student status.

- There are diverse paths to become a SCITT. One of the visited SCITTS was a consortium composed by primary school headteachers, who made the decisions, set

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[7] For instance, in the case of the School of Education and Training, University of Greenwich, this training for mentors occupies 4 sessions of 2 hours each.

priorities, contracted the SCITT director and decided about money to allocate; the other was attached to a particular Catholic secondary school.

- One major problem for SCIITS is that, being small, they are not given the same amount of resources as bigger ITT providers, and pressure in terms of quality assurance is put upon just a few people. Although recognizing the need for external pressure, the process was, nevertheless, seen as very strict (for instance, one of the SCITTS had been inspected and audited 5 times during a 7 year period).

Given the amount and consistency of complaints from all IIT providers about how often they were inspected, OFSTED have just now changed to a lighter system of inspection in which, if one provider is previously considered to be "good" or "very good", they will have only a "short" inspection, just a 1,5 day audit, where they have to present their self-evaluation report and their graduates' grades, and inspectors see if they use the same schools as partners, the same lecturers, if they trained their school mentors... If so, they will have their accreditation renewed. Otherwise, they will have to go through another full inspection, which lasts 2 weeks, one for management, other for lessons. As usual, all the providers know in advance when and how they are going to be inspected.

According to the interviewed OFSTED inspector, it seems that the English inspection model is still too intense, and it would be quite possible to have quality assurance with a lighter focus of inspection.

V – ITT POLICY PRACTICE OUTCOMES, CHARACTERISTICS AND CONDITIONS

According to DFES/TTA senior officers, the president of secondary headteahers association, and OFSTED inspectors; there is evidence showing a rising quality in teacher training and newly qualified teachers, and a higher degree of confidence of English public in the quality of their teachers. A higher level of fairness in this new model was referred to by the interviewed AST-ITT. Another measures of success are: i) an increased number of trainees in diverse ITT paths; ii) a decreasing of teacher shortage; and iii) data from annual TTA Surveys on Newly Qualified Teachers, showing an increased satisfaction on ITT programmes.

The following conditions for success were identified:

1) having an organisation like TTA, giving support, transparency and consistency to the whole ITT policy implementation and monitoring, and working closely with stakeholders and providers, drawing in their experience and knowledge;
2) implementing quality assurance measures that encourage high quality across the system – through OFSTED and TTA, two organisations independent from the DFES;
3) supporting continuing professional development (CPD) throughout the teaching career.

UCET representatives agree that the partnership path of ITT has improved teacher education in England. It has improved both universities and schools, giving them a bigger role in terms of trainee admission, training, and assessment. They argue, nonetheless, against the implementation of "several paths into teaching", namely the school-centered approach (SCIIT). This approach is deemed to produce poor quality new teachers, being mostly centered on school socialization and not aware or related to the latest developments in educational research. As the president of UCET has explained: "Universities are committed to teacher training, some for more than a century. Given the constant lack of funding, constant inspections and strict standards, it is amazing that most still go on, although some have given it up. The partnership approach to ITT is a very expensive system[8], but we believe that this is the best system. There is evidence suggesting that partnership training makes better teachers than school-centered and on-the-job training, because we want teachers who are critical and reflective".

Other conditions of success identified by University representatives were:
i)   the quality of mentor training;
ii)   the strength of the relationship University – schools, both formal and informal;
iii)   very clear guidelines of what is expected, both from the schools and from the University;
iv)   schools' awareness of the benefits of being in partnership. (As one representative has put it: "There is this paradox: Universities have to do partnerships with schools; but schools are not obliged to participate").
v)   in the first 2,3 years, the funding was crucial – but not anymore.

The opinion that partnership training is better than school-centered training was also expressed by the OFSTED representative related to ITT inspections, who declared: "The weakest training in England is mostly in the SCITT sector. They receive less money because they have less trainees, and their focus is mostly on pupils, not trainees". One of the problems seems to be that most SCITTs tend to be formed by initially enthusiastic people who, after a few years, move to do other things, being replaced by not so committed people. And many underestimate the amount of work that is necessary to implement and run a SCITT. That may explain the fact that all that began last September 2002 are going to be graded as "non compliant". There were, in 2003, 49 SCITTS.

A completely opposed view was offered by the interviewed SCITTs representatives, who claimed that school-centered initial training was a way to empower schools, if integrated with mentoring, tutoring and in-service training. According to one of the SCITTs' directors: "You

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[8] UCET has a publication on this subject: *ITT: TTA/OFSTED quality framework. A) Critique; b) The costs.* London, UCET, 1997.

can nurture teachers in your own culture. Also, one way we can guarantee having enough teachers is to guarantee that, after training, they will be integrated in the school. ITT will move completely into schools, because economically, it is not viable to pay salaries to trainees, and we pay them. It is like the old apprenticeship model, where you learn to do things well".

VI . BRIEF SUMMARY OF PARTICIPANTS' CONCLUSIONS AND NATIONAL REPORTS

In this final section, the main conclusions drawn by the participants during the debriefing sessions will be summarized. Also, on the basis of each participant's individual report, it will be noted how this particular policy practice may inspire the policies of each participant's country. Lastly, the two "Brighton questions": 1) how does this policy practice contribute to the continuum of the teaching profession? 2) how does it facilitate the dialogue between the school and the society? – will be addressed.

Main conclusions drawn by the participants during the debriefing sessions and on National reports. These conclusions will be reported in two sections: 1) Consensus on good ITT policy practices; 2) Issues and questions deserving further debate.

Consensus on good ITT policy practices. There was consensus on the following good policies:

- The transparency and consistency of the whole ITT policy, with each part knowing exactly what is expected of them, and when and how it will be evaluated.
- A diversified teaching career, allowing for Advanced Skills Teachers (AST) attached to mentoring and tutoring in schools.
- An evidence-based training, where teachers are trained to look at evidence and see "what works".
- The emphasis on quality of student learning, either to become an AST or a NQT (newly qualified teacher).
- Greater involvement of schools in ITT University-school partnership programmemes, where schools are now considered partners in trainee recruitment, training, and assessment. The University-schools partnership was deemed crucial for implementing a quality ITT policy, involving capacity building, funding, support for schools, and support for mentoring and tutoring.
- The ITT providers' movement (namely the Universities) towards a common framework for mentoring and tutoring.
- Including mentoring and tutoring as part of the professional role of teachers.
- TTA's investment on support measures to facilitate partnerships.
- Implementation of regular quality monitoring, control & assurance through standards, requirements, inspections and accreditation.
- Allowing for time and opportunities to encourage social participation in ITT standard design.

- Writing a <u>Handbook of Guidance</u> to support ITT providers in operationalising the required standards.

- Accreditation of IT training based on <u>outcomes-based standards</u> for NQT (newly qualified teachers).

- ITT <u>teaching practice</u> focused on at least two schools and two grade levels.

- The importance of the <u>induction period</u>, where induction standards were built upon the NQT standards.

- Incentives for schools to <u>recruit their own trainees</u>, thus encouraging trainee and mentor motivation, and contributing to decrease teacher shortages.

- Apart from the ITT issue, the English policy of initial, induction and in-service headteacher and <u>leadership programme</u> was deemed to be a good policy practice to study.

Issues and questions raised during the study visit. The following issues were raised, and considered worth further study and debate:

- Is the new <u>teacher professionalism</u> and the Bologna Process compatible with totally school-centered ITT paths?

- How to contribute to the <u>status of teacher trainers</u>, namely in Universities? Isn't the condition of university lecturers receiving less than secondary school teachers considered a problem? What have higher education teacher unions and associations done about that?

- If Universities are not receiving enough funding for the new roles required to ITT providing, isn't there a risk that Universities pull out of the whole ITT system? Is that advisable, or convenient?

- Isn't there a risk, in the totally school centered new routes, that ITT becomes only school socialization, leaving behind what is new in educational research?

- Isn't the "evidence-based training" running the risk of not training teachers to be "reflective practitioners"?

- To what extent the standard-based process takes away the innovation capacity of future teachers? Aren't standards supposed to stimulate innovation and change? How to develop a quality control system that also stimulates innovation and change?

- If IT trainees have to practice in at least two schools, shouldn't it be mandatory for schools to participate in teacher training? Wouldn't this contribute to their own curriculum and organisation development? How to make schools and teachers willing to participate in ITT and induction?

- How is the <u>equity</u> problem addressed within an outcomes-based standard policy? How to promote good ITT programmes and practices in less-advantaged regions?

- Shouldn't partnerships between universities and schools include "the 3 is", that is, ITT, induction and in-service training, and also school development?

- How is the whole school integrated in the ITT - induction - CPD (continuous professional development) process?
- Who should receive funding to invest on ITT, induction and CPD? Higher education institutions? Schools? LEAs? Who should be responsible for what?
- Who controls quality? What is the preparation of OFSTED officers to do such a high stakes quality control?

The two "Brighton questions": 1) how does this policy practice contribute to the continuum of the teaching profession? 2) how does it facilitate the dialogue between the school and the society?

This whole paper supports evidence that the English ITT policy contributes to the continuum of the teaching profession, namely by: 1) setting standards for being qualified as a teacher (TQS); being employed after the first year (induction standards); and evolving to other career paths either in teaching (AST) or managing (headteachers' standards). This policy also broadens the concept of teacher professionalisation, by including the duty of mentoring and tutoring in each teacher's contract.

The contact school-society is facilitated by meeting all the required criteria to be a teacher and a school leader; also by the transparency of the whole process, which allows all the interested parties and stakeholders to be consulted during the standard formulation period; allowing also for consulting all the standards, requirements and support tools in various webpages. Besides, partnerships between schools and universities are encouraged as one of the main paths to provide ITT.

APPENDIX

1. STUDY VISIT AGENDA

<u>**8 April**</u>   Arrival at hotel

<u>**9 April**</u>

9.30 – 11.00   **Department for Education and Skills (DfES)** to meet government officials who work on ITT and Partnership policy.

11.30 – 13.00   **Teacher Training Agency (TTA)** to meet Hugh Baldry who works on Partnership.

14.30 – 16.30   **Greenford High School, Ealing** to meet an Advanced Skills Teacher (AST) and Kate Griffin from the Secondary Heads Association (SHA). Greenford High School is a foundation comprehensive school for 11-19 year olds and is a specialist language school. The school is committed to ensuring that students with special educational needs are supported so that they gain full access to the curriculum. The learning support department works closely with tutors to monitor students and respond to any temporary or long-term needs quickly.

17.00 – 18.30   Expert discussion time

19.30   Dinner in hotel

<u>**10 April**</u>

9.00 – 10.00   **Universities Council for the Education of Teachers (UCET)**. The Universities Council for the Education of Teachers acts as a national forum for the discussion of matters relating to the education of teachers and to the study of education in the university sector and contributes to the formulation of policy in these fields. Its members are UK universities involved in teacher education, and a number of colleges of higher education in the university sector.

| 12.30 – 14.00 | **University of Greenwich**. The university provides undergraduate and postgraduate teacher training for all phases of education. |

| 14.30 – 16.00 | **St Thomas the Apostle Secondary School, Peckham**. St Thomas the Apostle School has been awarded Beacon status and is heavily involved in teacher training. |

| 17.00 – 18.30 | Expert discussion time |

| 19.30 | Dinner in hotel |

11 April

| 9.30 – 11.00 | **Swaffield Primary School, Wandsworth** (School Centred Initial Teacher Training). This is part of the Wandsworth Primary Schools' Consortium. This consortium consists of a group of primary schools in Wandsworth, south west London, who have been accredited by the TTA to provide school-centred initial teacher training. |

| 11.30 – 12.00 | Presentation by Cliff Gould from **Ofsted (Office for Standards in Education)**. Ofsted is a non-ministerial government department whose main aim is to help improve the quality and standards of education and childcare through independent inspection and regulation, and provide advice to the Secretary of State. |

| 12.00 – 13.00 | Q&A with UK experts (Keith Brumfitt and Ken Marsh) |

| 13.00 – 14.00 | TTA lunch |

| 14.30 | Departure |

2. Evaluation of the study visit programmeme

2.1. Approach to the theme

The study visit to the Teacher Training Agency, in London focused on the theme *Defining competences and curriculum in initial teacher training (ITT)*. It included:

- in what concerns ITT policy design, interviews with senior officers of the Department for Educational and Skills (DFES) and the Teacher Training Agency (TTA);
- in terms of ITT policy implementation, interviews with TTA senior officers responsible for partnership implementation, and diverse ITT providers, such as: i) the Universities Council for the Education of Teachers (UCET) and the University of Greenwich; ii) a school working in partnership with the London Institute of Education; iii) two school-centered initial teacher training providers (SCITT);
- regarding ITT policy quality assurance, interviews with TTA officers dealing with the annual Survey on Newly Qualified Teachers and an interview with an inspector from the Office for Standards in Education (OFSTED), which inspects ITT providers.

Participants were able to discuss the opinions of other major stakeholders in the process, such as an Advanced Skills Teacher responsible for managing school mentors within the partnership programme; the President of the Secondary Headteachers Association.

It was missed the opportunity to interact with student teachers, newly qualified teachers, school mentors, University link-tutors, and ITT providers that have seen their accreditation withdrawn by the TTA.

All the participants have considered this visit very enlightening in terms of how to design, implement, monitor, and evaluate a particularly consistent ITT policy. Many of its distinctive characteristics were deemed to be worth studying and recommended, in order to improve each participant country's own ITT policies.

2.2. Comments on the places visited

The places visited were all useful in relation to the theme, and possibilities for future networking were created between each of the expert group members and DFES/TTA officers; OFSTED inspectors; the university council of teacher education; university directors of ITT programmes; the association of secondary school headteachers; lead mentors in schools; and school-based centered ITT directors.

In each visited place, ample documentation was given, to illustrate and support participants assertions and comments. The opportunity to have access and comment on, namely, published ITT standards and requirements, framework for ITT inspection, mentoring framework, handbook for mentors, and portfolio guidelines, were particularly appreciated by expert group members.

2.3. How would you assess the opportunities for discussion within the group?

The group had ample occasions for interacting, because we took advantage of traveling in London public transports (namely subways and trains) to do the debriefings. However, given the intense agenda and the amount of received information, it was never possible to discuss issues with the necessary depth.

The discussion process was made more difficult by the fact that participants were scattered in 3 hotels.

2.4. Suggestion of the group to the European Commission regarding general organisation of the study visits programme

We have found this visit a very important example of how studying good policy practices may be relevant to each country's own teacher training policies.

However, it was impossible for a study visit focusing upon such a wide theme as "ITT curriculum and competences" to study all the main issues concerned in only 2 and ½ days. The amount of information received (before and during the visit) was huge, and it took time to really get into the visit's particular language and focus. Therefore, it would be advisable to reserve one week for this type of visits – maintaining the same agenda and giving participants more time to discuss them and clarify certain issues considered less clear or more interesting to follow-up.

Also, it would be advisable to host all group members in the same hotel, to facilitate group interaction.

3. **PARTICIPANTS' OPINIONS ABOUT THE VIABILITY OF SUCH A POLICY IN THEIR OWN COUNTRIES (ESTONIA, POLAND, PORTUGAL, TURKEY)**

3.A. ESTONIA

Analysis of policy practice of English initial teacher training (ITT) in Estonian context

(useful to implement in Estonian initial teacher training)

1. **school- based ITT is like a model of teacher preparation which is possible implement by the universities as well**

    In Estonian ITT has unbalanced theoretical and practical studies, using school- based ITT is one way to improve practical preparation of teachers. For that it is necessary to work out the requirements for organising ITT (similar to English standards):

    - to increase amount of practical preparation in ITT;
    - 2/3 of teacher training has to be connected with real school situations like observing good practice, giving lessons, reflecting own practice and linking with theory;
    - practical and theoretical preparation has to be integrated (example 1or 2 days per week teacher training student studies at practice place)
    - during the practice time students have to observe and practice in different school context (2- 3 different practice places: small school- large school, city- rural area);
    - All teacher trainers have to have working experience as teachers;
    - Work in partnership with schools and actively involve them in, there is a need to work out motivating system for school to be involved, to train mentors (teacher who works with student teachers during the practice period) and publish supporting material (handbooks for mentors) because the training should be transparent for all partners;

2. **Evaluate present *Estonian teacher training standards* and to concrete outputs so it is possible to assess preparations more exactly.**

    Estonian standards are not very assessable or measurable.

3. **In cooperation with universities it is important to work out self- evaluation system and quality assessment system of ITT and one important criteria can be partnership with schools** (transparence, each partners role and responsibilities, coordination of cooperation)

4. **Implement induction year for beginning teachers as a part of professional development**, train mentors, publish supporting materials.

5. **To make national agreement for improving teacher training, work out national agreement and to make clear every partner´s roles and responsibility**: government (ministry of education), university and schools (working place), to involve

local authorities as owners of schools. In Estonia there are no institutions who regulate ITT, this is the universities competence.

Very important ideological point of view is **evidence- based model of teacher's working culture or training**. It is very important for beginners because the classroom context is so complicated nowadays.

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April 2003

3.B. POLAND

Policy practice substance

The British ITT is quite different from the Polish one. There are three characteristic elements of this system:

- partnership between ITT providers and schools
- a strong mentoring system
- a centralized strong inspection system of ITT providers.

There are standards for each element of the above system concerning the outcomes.

Although the two last elements are part of the Polish ITT system, there are unfortunately a lot of differences between the Polish and the British systems. Induction period in schools lasts only 2 or 3 months. This short time is really not enough for a trainee teacher to,, learn,, practical teaching. The High Schools for Foreign Language Teachers (established /they are part of universities) are a good exception. About 20 per cent of the training takes place at schools. There aren't any requirements for external observation or standards of mentoring systems. We are just working on the standards for ITT and I would like to recommend the following solutions for Poland:

- a national school /universities partnership system that encourages schools to become more involved in teacher training
- a new role of schools – not only provider of placements for ITT
- universities responsible for the outcomes and for the quality of ITT
- describing the role and responsibility of each element of the whole ITT system in the National Standards (during induction of trainee teacher and introduction of a newly qualified teacher)

In Poland it is not possible to introduce the British inspection system as an important contribution to the quality insurance of ITT. It is highly expensive and we couldn't afford to establish such a system in our country. It should be well thought out, how to evaluate the ITT providers.

Policy practice process development

A policy practice developed as a result of consultation process in the world of education - considerable public debate and a national consultation for introduction of new national Standards in England in 2002 are to be recommend to Poland, in particular a web-based enquiry line. A balance should be created between the autonomy of universities and higher education and the influence of stakeholders on curricula on teacher education.

Małgorzata Multańska

Poland   Warsaw, April 2003

3.C. PORTUGAL

In what concerns the English ITT policy, the following aspects are considered to be of interest for Portugal, in terms of policy recommendations:

ITT POLICY SUBSTANCE

- ITT policy of <u>transparency and consistency</u> between outcomes-based standards, requirements to teach, quality assurance & control, and induction to teach.
- ITT providers accredited by a government-dependent agency, on the basis of a review by a publicly recognized government independent body, that evaluates the extent to which the "Requirements for ITT Training", specified by the government-dependent agency are implemented.
- ITT policy of <u>quality assurance</u> relying on reviews from an independent body, and also on self-monitoring, on the basis of surveys applied to the main stakeholders, namely newly qualified teachers and school headteachers.
- A <u>transparent</u> ITT policy of quality assurance, based on published standards and requirements for ITT accreditation.
- The <u>relevance of the partnership model between universities and schools</u>, where the former are responsible for the final outcome, and the schools are partners in the recruitment, mentoring, supporting and assessing of the trainees.
- The emphasis on quality <u>of student learning</u>, either to become an AST (Advances Skills Teacher) or a NQT (Newly Qualified Teacher).
- The ITT "<u>evidence-based model</u>", in which training has to be supported on already proved practical evidence, and trainees are encouraged to look at evidence to see "what works".
- <u>Trainee entry requirements</u>: The requirement to pass <u>3 national examinations</u> during the first year of teaching, in ITC, numeracy and literacy; and, among the selection procedures, a group and individual interview.
- The focus on <u>mentors and mentor training</u>, to accompany in schools trainees and first-year teachers.
- The need for IT Trainees to practice in at least <u>two schools</u> and <u>two grade levels</u>.
- The <u>link between ITT and induction</u>: new teachers have to acquire the Qualified to Teach Status (QTS), and show evidence of outcome-based induction standards, built on QTS standards.

ITT POLICY DESIGN

The long process of consultation for ITT standards (18 months to 2 years), when the proposed standards were put in the website and newspapers for consultation, and all the main stakeholders in the process were consulted.

ITT POLICY IMPLEMENTATION

- The role of the government agency, working closely with stakeholders and providers, drawing on their experience and knowledge, monitoring each provider's ITT process, and supporting teachers and schools through a website resources center and other tools.

- Each teacher's duty to support new trainees, in order to improve the quality of teaching and learning, considered as part of the new teacher professionalism.

- Integrating "mentoring trainees or new teachers in induction year" as a key factor to evolve to other teaching positions.

- Diversifying the teaching career, allowing for Advanced Skills Teachers to be attached to mentoring and tutoring.

- Influencing ITT providers to work with each other, in order to design and implement similar mentoring and tutoring schemes.

- "Lead mentors" or "managing mentors" responsible for giving consistency to the work of each school's mentors and induction programmes, working directly with "link-tutors" from Universities in partnership schemes.

- The role of Regional Partnership Managers in promoting effective partnerships between universities and schools and disseminating good partnership practices through newsletters, where teachers, mentors, headteachers and other ITT participants report on their activities.

Ana Paula Curado

Lisbon, April 2003

- **3.D. TURKEY**

Initial Teacher Training Models of UK

Model of Teacher Education	Definition of the Model	Inspection and decision making Authorities	Definition of Inspection	Responsible Organization
Postgraduate Teacher Education	Students with a degree obtained from a 4-year University, are given chance to work as a teacher after getting a MA degree from the related departments of the Faculty of Education. Universities and schools are always in cooperation in terms of Teacher Training	TTA OFSED	Regular Inspection. (carried out by OFSED)	Departments of Education/Faculties of Education of the Universities
University Based Teacher Education	Students get teacher education from the Education Departments of the Universities with the partnership of schools	TTA OFSED	Regular Inspection. (carried out by OFSED)	Departments of Education/Faculties of Education of the Universities
School Based Teacher Training is provided at the schools student-teachers are get paid during their training period	Students get training at schools. It is called work-based study as well.	TTA OFSED	Regular Inspection. (carried out by OFSED)	General, Technical and Vocational Schools

Initial Teacher Training Models of Turkey

Model of Teacher Education	Definition of the Model	Inspection and decision making Authorities	Definition of Inspection	Responsible Organization
Getting Postgraduate Teacher Education is compulsory for secondary school teachers. (Beginning from 1998)	Students with a degree obtained from a 4-year University have to get MA degree to in order be a teacher, from faculties of education or other faculties with related subjects. Teacher Training is carried out by universities in collaboration with schools.	Inspection and accreditation are carried out by Higher Education Council. National Committee for Teacher Training	There is no special inspection on newly trained teachers and Higher Education Institutions (Universities)	Departments of Education/Faculties of Education of the Universities
Receiving a 4-year University Based Teacher Education is compulsory for the candidates who want to work as a teacher at the primary education. -Included pre-primary school teachers-	Students get teacher education from Universities with the partnership of schools	Inspection and accreditation are carried out by Higher Education Council. National Committee for Teacher Training	There is no special inspection on newly trained teachers and Higher Education Institutions (Universities)	Departments of Education/Faculties of Education of the Universities

In Turkey, there is not any kind of school-based Initial Teacher Training. But the other two models in both countries are similar. University and School Partnership is one of the most important dimension of these two models in Turkey also. Four-year graduate degree for pre-primary and primary teachers and MA degree is required for secondary school teachers in Turkey.

Candidate teachers who have applied for appointment in schools under the Ministry of National Education are to take basic education, preparatory education and practical training programmes, the duration of works take place at least one year. During their practical training, candidates teach under the guidance of senior teacher. On the completion of applied training, achievement is evaluated by guiding teacher and the administration. After this training period, those who have been successful are appointed as permanent teachers. Those who were not successful are entitled to repeat the same training.

There are three main differences between two countries;

- Evaluation for accreditation aims to examine directly the universities in Turkey but at the UK example of accreditation is focus on evaluation of the results of teacher education in other words the evaluation of newly trained teachers. That's why the UK example is very objective way of the evaluation of the system.

- The inspection is carried out by a permanent committee in Turkey but at the UK example, there is a professional inspection body which is called OFSTED.

- In spite of Higher Education Council, Turkish National Committee for Teacher Training and General Directorate for Teacher Training, we have lack of an organizational body in Turkey. With successful working method TTA is quite well organized body in the UK.

TTA is quite important and powerful body for teacher training in the UK. TTA's working method and status can be a good example to our education system as well. Turkish Higher Education Council and National Committee for Teacher Training are the bodies responsible for Teacher Education. 66 Faculties of Education provide Teacher Training, but the quality of education is not the same when compared and even the entrance requirements vary from one faculty to another (Student Selection and Placement Examination).

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4. LIST OF DOCUMENTS MADE AVAILABLE TO THE PARTICIPANTS DURING THE VISIT

- *Qualifying to teach. Professional standards for qualified teacher status and requirements for Initial Teacher Training.* London, DFES, TTA, 2002.
- *Qualifying to teach. Handbook of guidance.* London, TTA, Autumn 2002.
- *Framework for the inspection of Initial Teacher Training.* London, OFSTED & TTA, June 2002.
- *Doingitt, The Newsletter for ITT Partnership.* South East, March 2003.
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- *The use of ICT in partnership.* London, TTA, 2003.
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- *Corporate plan 2002-2005.* London, TTA, 2003.
- *Keeping good teachers. Effective strategies in teacher education.* London, TTA, 2003.
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- *UCET Annual Report 2002.* London, UCET, 2003.
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- *The role of higher education in ITT.* London, UCET, 1999.
- *Higher education awards for the teaching profession.* London, UCET, Autumn 2002.

- *London providers mentor training framework, 2003.*
- *Wandsworth Primary Schools Consortium*: PGCE course information, 2002-2003.
- *Wandsworth Primary Schools Consortium*: *School-Centered Initial Teacher Training. Mentor Handbook*, 2003.
- *Greenford High School Language College Presentation Brochure, 2003*.
- The University of Greenwich, School of Education and Training**.** *BA/BSc (Hons) Primary Education final school experience standards handbook,* 2002
- The University of Greenwich, School of Education and Training in Partnership with schools. Primary Initial Teacher Training 2001-2002. *Partnership Agreement*.