

What is the role of university teacher educators in the new policy landscape for teacher education in England?



- Department research – Ann Childs (OUDE), Jane McNicholl (OUDE), Katharine Burn (IOE)
- Policy research (Ann Childs and Ian Menter)
- ‘New’ partnership model - Jane McNicholl and school colleagues and Viv Ellis (OUDE - DETAIL)

Department research - recent publications

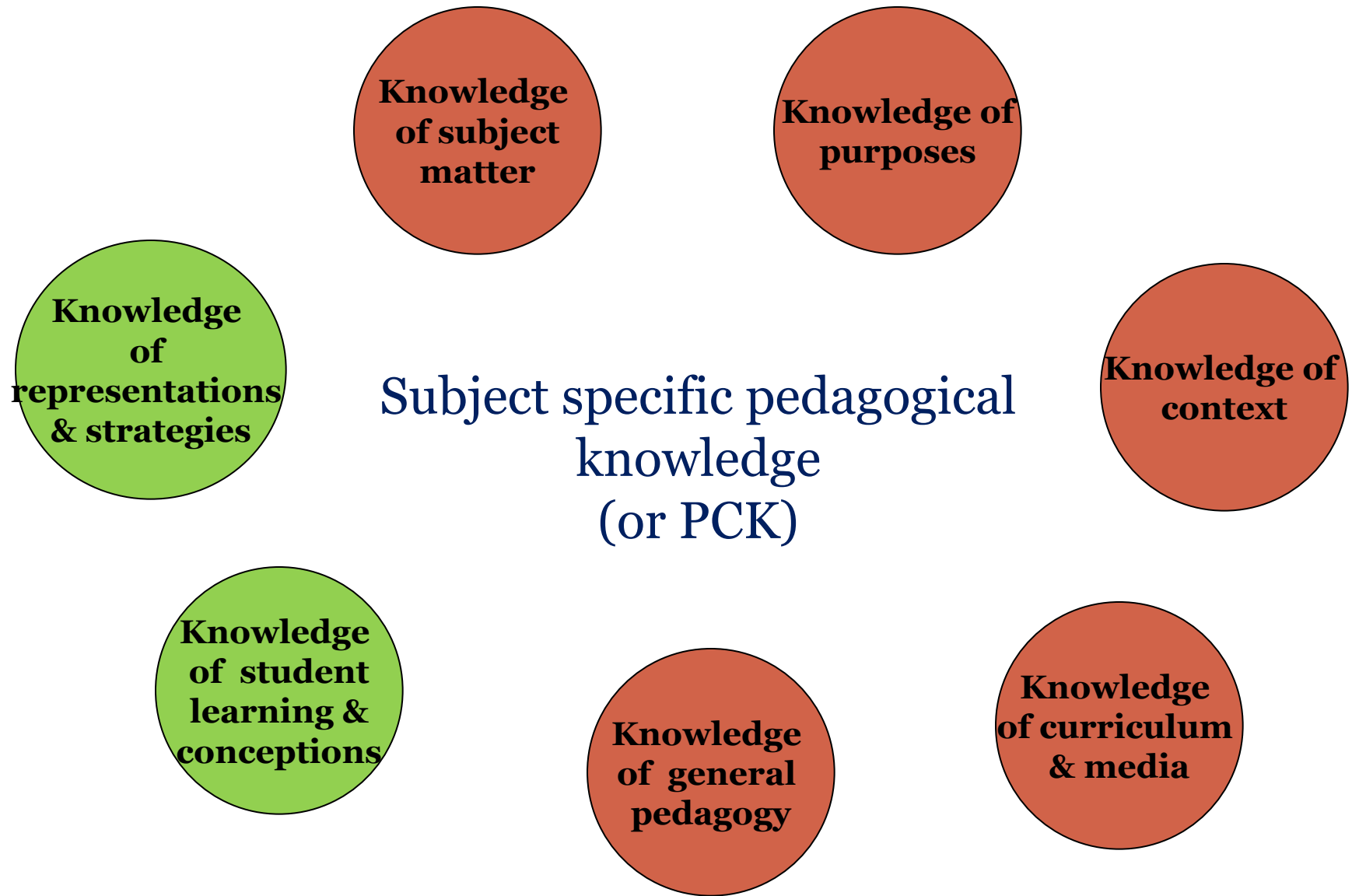


- Burn, K., Childs, A. and McNicholl, J. (2007) The potential and challenges for student-teachers' learning of subject specific pedagogical knowledge within secondary school subject departments, *The Curriculum Journal*, 18(4).
- McNicholl, J., Childs A. and Burn K. (in press) School subject departments as sites for science teachers learning pedagogical content knowledge, *Teacher Development*
- Childs, A., Burn K. and McNicholl, J. (in press) What influences the learning cultures of subject departments in secondary schools? A study of four subject departments in England, *Teacher Development*

Departments – Why? How and where?



- Pilot...
- Main study ...4 departments (2 science, 1 history, 1 geography) in 3 comprehensives
- Choice....
- Interviews and observations



Lee & Luft (2008).

Findings



- **What?**
- Knowledge of representations and strategies particularly practical work
- Subject knowledge
- *...with the benefit of experience and continual use of one's subject matter structure for purposes of teaching, the division between pedagogical knowledge and subject matter knowledge may become blurred. As one develops increased levels of pedagogical content knowledge, the ability or tendency to separate knowledge domains may be diminished. (Lederman et al, 1994, p. 143)*
- From colleagues, schemes of work and textbooks

Example....



- **Rachel** (newly qualified teacher [NQT]) is working on her laptop in the team room. **James** (student teacher) is planning lessons. Rachel then asks **James** about good ideas about how he would explain to students in Year 10 that objects fall at the same rate despite their being different masses. **James** begins by writing $F=ma$ in the top right-hand corner of the notice board and then other equations down the whiteboard. **Susie** (student teacher) joins in. **Rachel** then says she needs a simpler explanation. **Hazel** (head of department and experienced physics teacher) enters the team room and says that this is difficult and gives **Rachel** an analogy where she uses Canderel and then biscuits. **Susie** says she gets it. However, **Rachel** says that's all very well, but she is thinking about the students in her Year 10 class and they won't get this analogy. **Hazel** gives another explanation and **Rachel** seems to reflect on this and then **Hazel** leaves. (Observation notes, school B, 11 June 2006)

Some issues



- **How** - serendipitous – lack of pupil focus in some (beginning teacher issue)
- Day (1999) ‘insularity’, ‘parochialism’ and a danger of ‘recycling mediocrity’ (Day, 1999, p.138) – recycling ideas amongst a small pool of people
- Typical departments...
- More sustained deeper learning did take place...

Finally....



- This study has been instrumental in moving our theoretical thinking forward in understanding PCK as gradually emerging through interaction and becoming distributed among those interacting, rather than individually being constructed or possessed. This approach to teacher learning does not, however, relinquish a major warrant for teachers' expertise in abandoning an idea of knowledge as something that is stored and applied; simply, the argument here is that PCK for teaching science is now so complex and context-dependent that much of it is off-loaded on to material artefacts and distributed amongst teachers. (McNicholl et al, in press)

What do we mean by culture?



- beliefs, values, habits and assumed ways of doing things among communities of teachers who have to deal with similar demands and constraints over many years. Culture carries the community's historically generated and collectively shared solutions to its new and inexperienced membership. (Hargreaves, 1994, p.165)
- Hargreaves identifies 'four broad forms of teacher culture' individualism, collaboration, contrived collegiality and balkanisation

Culture- collaborative and individual



- the culture of exchange and openness and being able to say anything you want without actually feeling worried about the effect necessarily. (Harry, Crantown science department)
- He [the head of history] is much more like ‘Oh well let’s talk about this’, but it’s a conversation between the two of you ... in general I never really saw them sharing resources ... I came here where everything’s shared it’s ... like brilliant, it’s amazing and they’re so great. If they ever have a good idea like it’ll get left somewhere so everyone can see it. (Melanie, Mertonshire history department)

Influences



- Leadership
- The status and organisation of the subject
- Team room

Leadership



- On a daily basis the department co-chairs fostered in-depth conversations about teaching and learning mathematics. (Little, 2002, p. 705)
- In part reciprocity means equal humility in the face of the complexity of the task and of the limits of one's own understanding. (Little, 1982, p.335)

Status and organisation



- The geography teachers' motivation to collaborate came from the need to make geography an exciting subject for pupils so they would opt for this subject at GCSE, and so they drew on each other's creativity in designing lessons. However, the pressure to attract more students to the subject and to improve achievement in geography at GCSE meant that other opportunities for collaboration beyond geography were not taken up. (Childs et al., in press)

Teamrooms

I think the team room is absolutely essential for the smooth running department. I think it's rather like ants, there's a reason ants are so successful. Whenever an ant meets another ant, it does something: they touch antennae, they swap information. And that's what we do – we meet in that room, swap information and everything runs more smoothly. (Robin, Crantown science department).



Implications....



- Balkanisation and friendliness
- Contrived collegiality
- PGCE ‘The practical implication of this for our own ITE programme has been to employ PCK as a construct, or a *skeleton, with student teachers on which they can hang their learning*’. (McNicholl et al., in press)
- Realising the potential of the school context to trainees
- Role of University-based teacher educator – working with departments

Policy context



- Barber, M. and Mourshed, M. (2007) *How the World's Best Performing School Systems Came Out On Top*, McKinsey and Company.
- Freeman, S. Lipson, B. and Hargreaves D. (2008) *More Good Teachers*, London: Policy Exchange.
- Hobson et al. (2009) *Becoming a Teacher: Teachers' experiences of initial teacher training, Induction and early professional development (Final report)*, Nottingham: Department for Children, Schools and Families (DCSF).

The importance of teaching



- Focus on the ‘brightest and the best’
- We will also raise the bar by refusing to fund any student who wants to enter postgraduate teacher training who has only a ‘third’ class degree. Deep subject knowledge is a prerequisite for success in secondary school teaching. So we’ll insist, to start with, that teachers have at least a 2:2 before the taxpayer will pay for them to do a PGCE. (Michael Gove, 2009)
- Teach Next, Teach First, Troops to Teachers
- CPD – academic masters

In government - a flavour...



- Teaching is a craft and it is best learnt as an apprentice observing a master craftsman or woman. Watching others, and being rigorously observed yourself as you develop, is the best route to acquiring mastery in the classroom. (Gove, 2010)

School-based and school-led



- School Direct and School Direct (salaried)
- Teach First and Teach Next
- Teaching Schools
- University Training Schools
- Collaboration in CPD, academic masters

Role of HE in ITE and CPD (1)



- House of Commons Education Committee Great teachers: attracting, training and retaining the best Ninth Report of Session 2010–12 Volume II Oral and written evidence
- Graham Stuart MP asked the question to Nick Gibb: why are you messing with something that Ofsted and international comparisons tell you is excellent? If there is one thing people come from around the world to learn from us it is probably initial teacher training, and why are you messing with it? I am trying to understand why.
- ...no we are not abandoning universities. They still have a crucial role to play in delivering initial teacher training ...we are proceeding cautiously and universities will continue to play an important role.

(2)



- By the end of this Parliament well over half of all training places will be delivered by schools.....By the end of the Parliament we expect that as many as 10,000 students a year could be trained by schools that are either offering School Direct places or are full providers of teacher training. (Gove, 2012)
- These are the schools that will blaze a trail towards a school-led system. They are the ones who will make school direct a success, transform CPD, create robust systems of school to school support and grow the best leaders. It is in these schools and their leaders that I have faith to change fundamentally, forever. Charlie Taylor
18th January 2013 North of England Education Conference

Teacher education in HE (1)



- *In defence of Teacher Education* (2010) by the Standing Committee for the Education and Training of teachers (SCETT)
- We need teachers who know more than how to ‘deliver’ ‘effective lessons, who can rise above the perceived imperative of examination results, league tables, Ofsted inspections and a micro-managed school culture because they have principled views on education that come from theoretical and professional knowledge and expert knowledge of their subject discipline.... It is not enough for teachers to know what they do and how to do it. They need to know why they do what they do. (Lawes p. 24)

(2)



- Our evidence was clear that a diversity of routes into teaching is a welcome feature of the system, and we note that all routes have outstanding provision within them. We are left in little doubt that partnership between schools and universities is likely to provide the highest quality initial teacher education, the content of which will involve significant school experience but include theoretical and research elements as well. (*Great teachers: attracting, training and retaining the best* (2012), from the House of Commons Education Committee, p.3)

The future – tensions



- **Collaboration and competition** ‘We’re embedding a culture of collaboration. But competition isn’t the main driver of improvement in the system. What we’re seeing,, is collaboration driving improvement but with a competitive edge. Indeed I would go as far to argue that genuine collaboration is harder without that competitive edge to inspire the need to improve. (Gove, 2011)
- *Modes of Mentoring and Coaching (MoMaC)* research project (2010-12)



- **More choice, more freedom? More flattening.....**
- One of the things that has been ‘flattened’ is the complexity involved in professional education; the current school-based system is now widely accepted as unproblematic. Also flattened is any idea that higher education and schools might have different perspectives and different forms of knowledge... New labour policies have insisted that all providers whether schools, universities or now private consortia, are identical. All are capable of ‘delivering’ an effective training in the technical list of standards that trainee teachers need to meet’. (Furlong, 2005, p.128)

Who will be the teacher educators?



- Experienced teachers
- Itinerants
- Academic subject specialists
- No teacher education....

A glimmer



- DETAIL (Developing English Teaching and Internship Learning) – departments
- Internship development project – department...
- 6 trainees, a range of experiences, research project tied to assessment
- Expertise of school, expertise of teacher educators....