

Insights from the education system in
England

Supporting new teachers

21 November 2023



Will Grant

Programme
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About Me

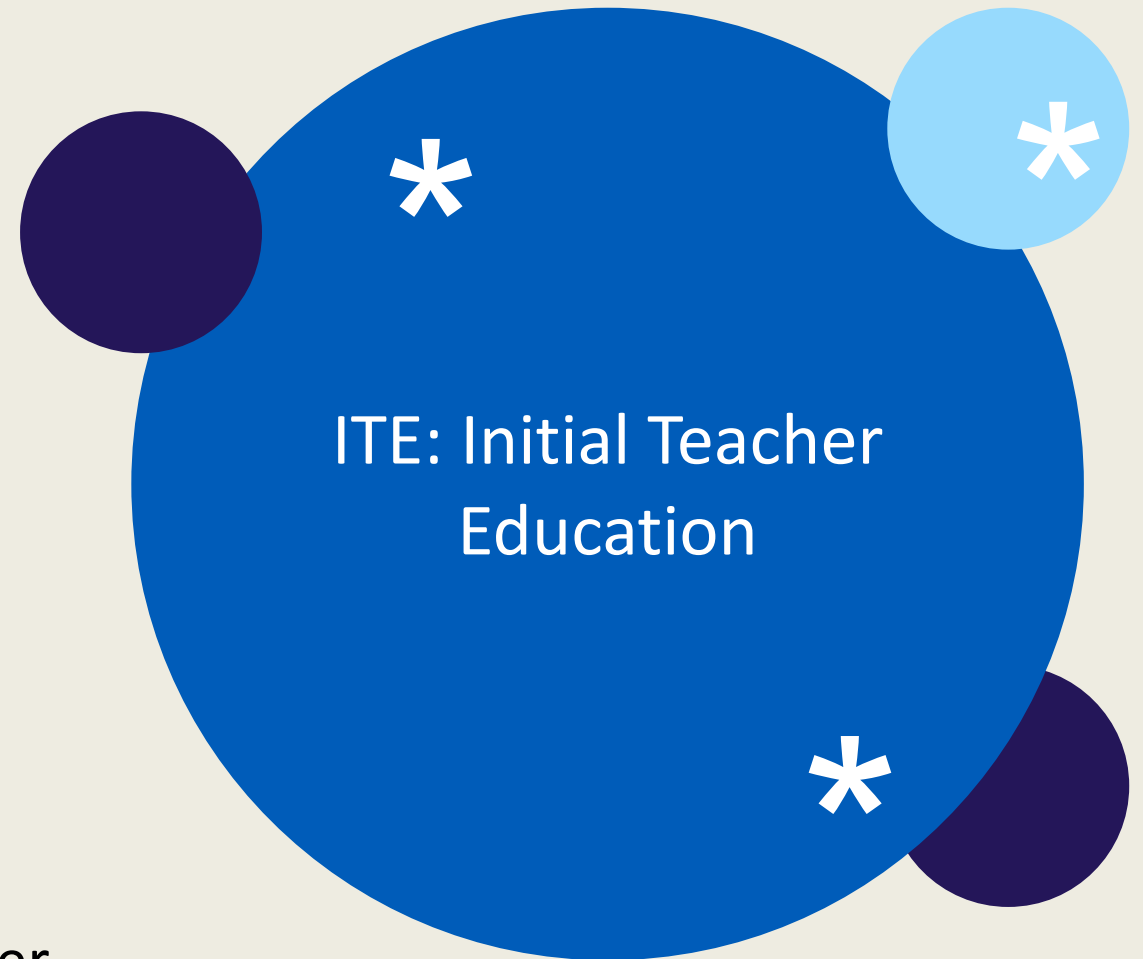
Senior Lecturer at the University of the West of England, Bristol, and lead on the Secondary phase Postgraduate Certificate of Education (PGCE) programme.

A personal background in the visual arts, teaching this discipline in a variety of English educational contexts before joining UWE's School of Education and Childhood.

My research interests include initial teacher education (ITE), arts pedagogies, education and social justice, and curriculum design.

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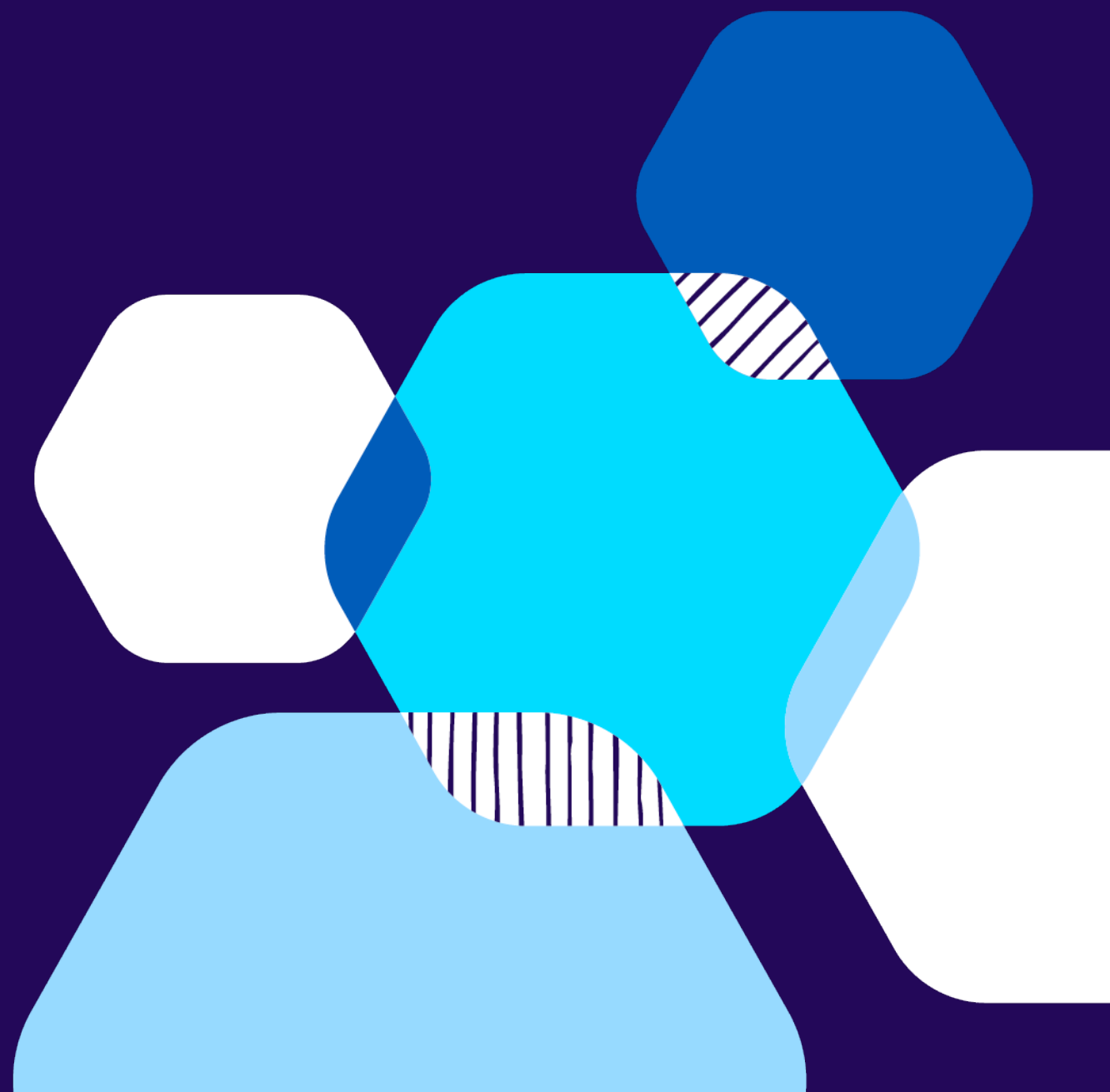
Introduction

- A brief history of ITE in England
- A contemporary context
- New beginnings

Introduction: To consider

Have the changes described in England's teacher recruitment and educational systems been echoed in your own context?

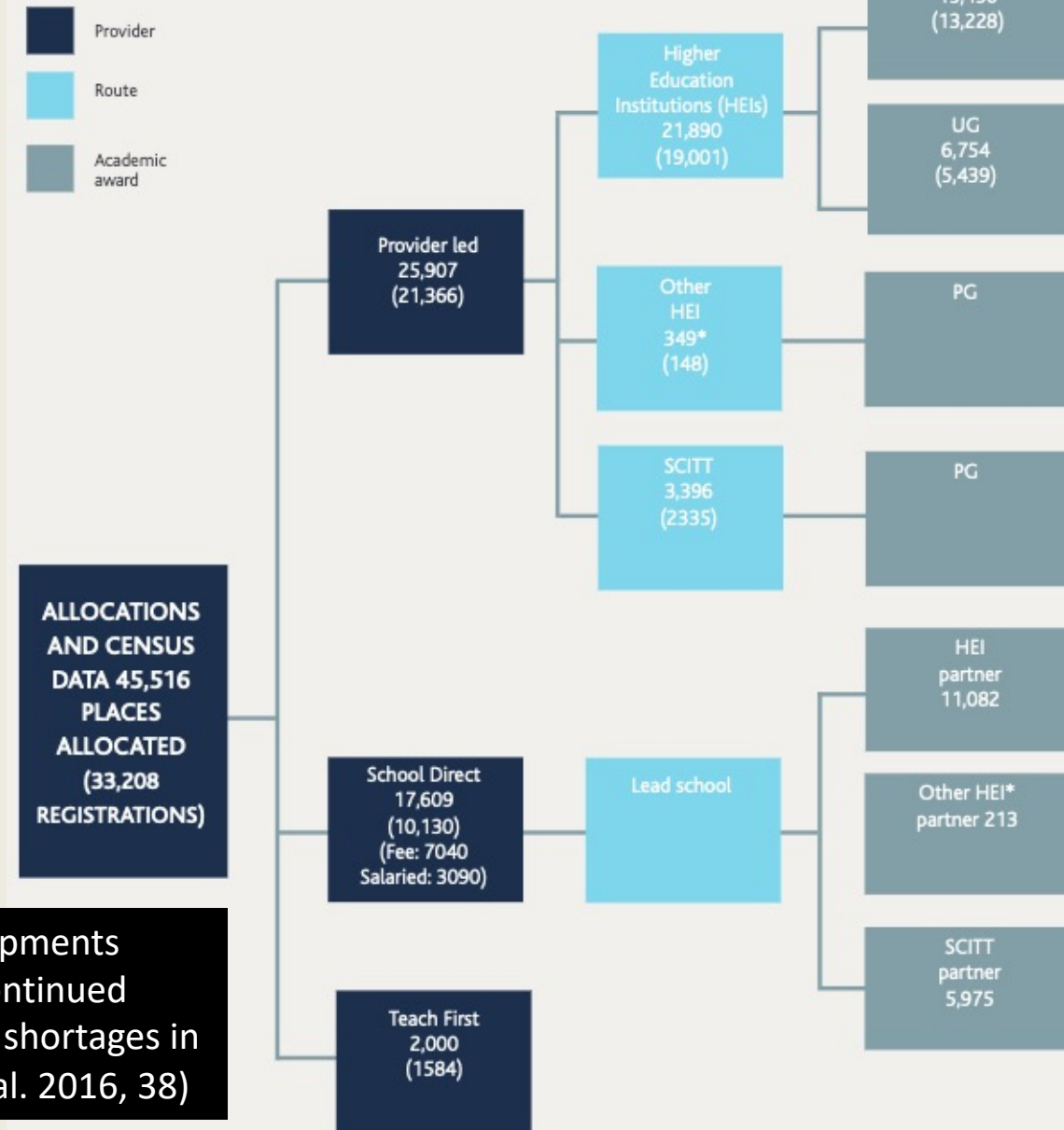
What is your position on the roles universities and schools should play in preparing – and supporting - new teachers?



A Brief History of ITE in England

- pre-2000:** Nearly all ITE was university-led
- Early 2000s:** Political interest in school-led routes
- 2012:** 'School-Direct' route introduced
- 2013:** 'Teaching Schools' established/67% of ITE university-led
- 'Who is to blame for our education system slipping down the international rankings? The answer is the academics in the education faculties of universities.'*
Nick Gibb, Schools Minister 2014
- 2019:** Introduction of a government-mandated ITE curriculum
- 2019-2021:** Full ITE 'market review'
- 2023:** 44% of ITE university-led

Snapshot: Allocations and Registrations on ITE in 2015/16



This snapshot represents the situation after a period of significant developments which have gained pace over the past few years...a combination of the continued thrust of government to establish a school led system and the continuing shortages in recruitment signals further changes and new developments. (Whiting et al. 2016, 38)

A Contemporary Context: **Routes into Teaching**

To today's prospective teacher in England, the options available can be overwhelming – with hundreds of providers operating within the 'marketplace' of ITE.

'The government has responded to the teacher shortage in England by deregulating the sector and introducing increasing market mechanisms in an effort to recruit more teachers' (Worton 2020,1)

Two major strands still dominate; **university-based** ITE, and **school-centered** ITT. The former typically has a more academic aspect, the latter is more practical. In addition, *TeachFirst*, *Troops to Teachers* and other small pathways exist. All operate within tight guidelines regardless – with at least **120 days spent between two or more schools**, and **60 Masters level credits** required for PGCE accreditation.

SUPPORT

In creating a more diverse 'marketplace' of provision the government might argue *choice* offers the potential for improved *support* – more local providers, better matched to a student's background or priorities.



To note: The Department for Education (DfE) refuses to use the acronym ITE, instead using ITT (Initial Teacher Training). Ofsted, the national auditor for education use only ITE.

A Contemporary Context: **Becoming a Teacher Today**

Where to apply? All applicants to teacher education apply through a central government system, to a maximum of 4 courses simultaneously. Courses (1000s) can be searched [here](#).

Entry requirements? DBS and OH checks, an honours degree, and a grade 4 or above in GCSE Maths & English (& Science*)

Interview process? Provider dependent. This will typically involve online or face-to-face meetings with faculty or teaching staff.

Pre-programme? You might be asked to read certain texts, undertake some project work, or demonstrate evidence of having observed in a local school.

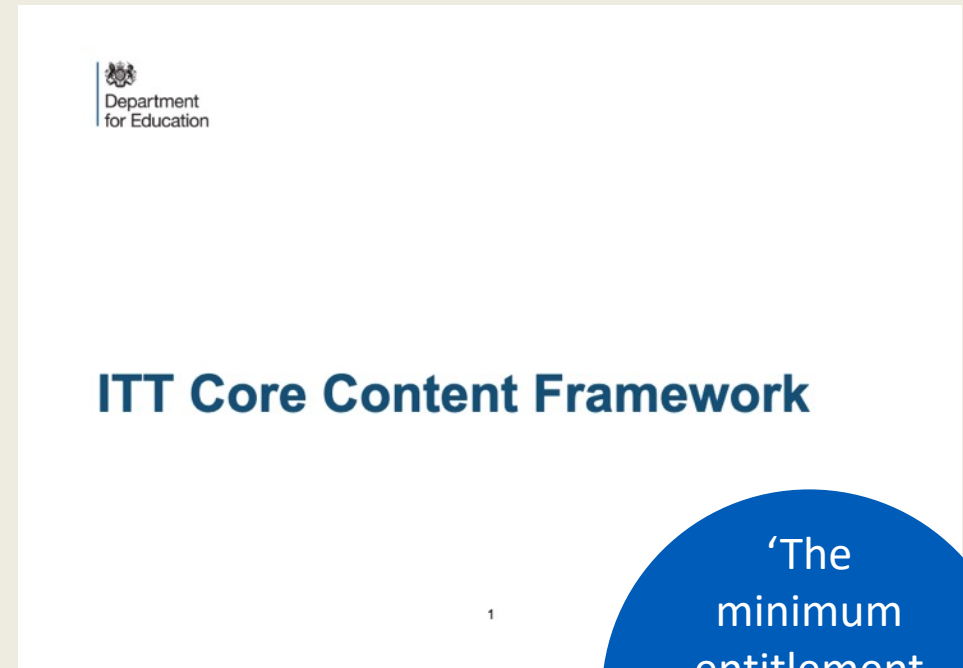


SUPPORT

+ at UWE, we were experiencing high offer-holder attrition. In response we instituted optional online seminars, a summer welcome day, and enhanced access to faculty. Issues addressed included accommodation, visa applications, subject knowledge anxiety and academic writing.

A Contemporary Context: Curriculum Expectations

Since 2019, all ITE providers in England have been mandated to include 49 pages of the *ITT Core Content* in their curriculum provision. Previously, there was no centralised curriculum expectation, graduates' competency was summatively assessed against the eight standards that govern the teaching profession in England.



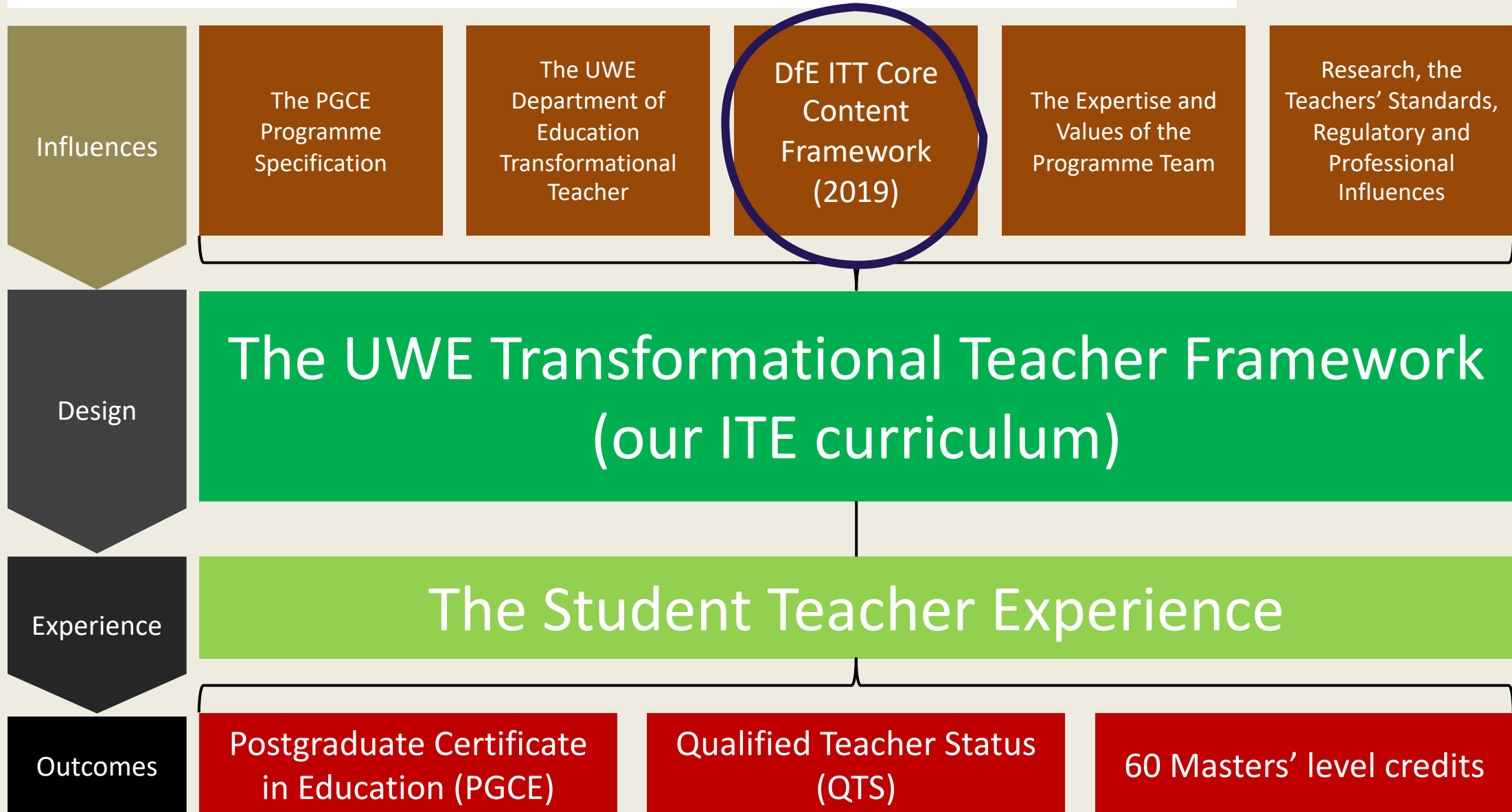
SUPPORT

'the ITT Core Content Framework draws on the best available evidence and has been independently reviewed by the Education Endowment Foundation' (2019, 3)

'The minimum entitlement of all trainee teachers' (2019, 3)

How Pupils Learn (Standard 2 – 'Promote good progress')	
Learn that...	Learn how to...
<ol style="list-style-type: none"> 1. Learning involves a lasting change in pupils' capabilities or understanding. 2. Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas. 3. An important factor in learning is memory, which can be thought of as comprising two 	<p>Avoid overloading working memory, by:</p> <ul style="list-style-type: none"> • <i>Receiving clear, consistent and effective mentoring in how to take into account pupils' prior knowledge when planning how much new information to introduce.</i> • <i>Discussing and analysing with expert colleagues how to reduce distractions that take attention away from what is being taught (e.g. keeping the complexity of a task to a minimum, so that attention is focused on the content).</i> <p>And - following expert input - by taking opportunities to practise,</p>

The UWE PGCE Programme Design



A Contemporary Context: Curriculum Expectations Continued

Teachers deserve high quality support throughout their careers, particularly in those first years of teaching when the learning curve is steepest. Just as with other esteemed professions like medicine and law, teachers in the first years of their career require high quality, structured support in order to begin the journey towards becoming an expert...However, too often, new teachers have not enjoyed the support they need to thrive, nor have they had adequate time to devote to their professional development. (DfE 2019, 4)

Essential Support

- Training curriculum entitlement
- 10% then 5% timetable reduction in first two years of service
- Access to resources (private tender)
- Funded mentor training and mentor time



Early Career Framework

January 2019

New Beginnings: The ITT Market Review

From September 2024, new expectations have been placed on ITE providers in England, and the number of providers accredited to provide ITE has been dramatically reduced (to 179). This was a controversial process!

There are two primary changes to the new curriculum model mandated by the ITT market review:

- **Improved mentor quality**
- Additional expectation of **collaborative curriculum delivery** between provider and placement schools



Improved Mentor Quality: ‘a professional network of well-trained and expert mentors who understand the ITT curriculum, the relevant research base which informs it, and their role in supporting its implementation.’ Now 1.5 hours of dedicated contact each week, with a mentor with at least 20 hours of training.

SUPPORT

Collaborative Curriculum Delivery: in addition to the 120 days of placement in schools, providers must now ensure 20 days of ‘Intensive Training and Practice’. These 20 days should include some in school, and provide ‘focus on specific, foundational, or pivotal areas of the ITT curriculum’. They should have a ‘high impact’ on trainees’ classroom practice’ (DfE 2023, 27).

Introduction: Summary & Questions

Teacher education in England is experiencing an accelerating shift towards a government-led, school-delivered model

For new teachers, a codified curriculum entitlement and help over the first two years of their career represents increased support

From September 2024 there is an expectation that school mentors will be better trained and more involved



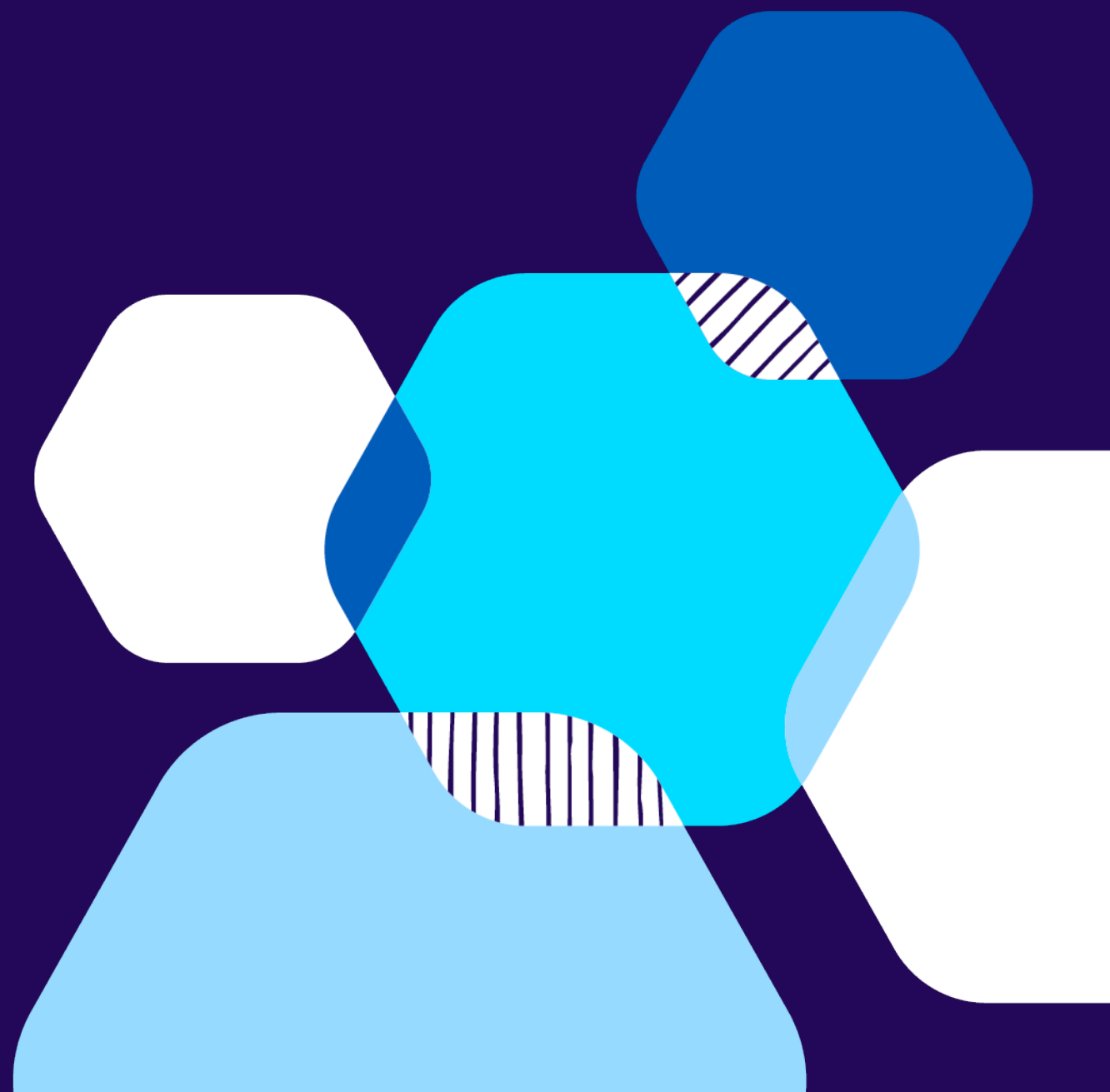
Challenges

- The practice/policy gap
- Recruitment and retention
- Professional belonging and personal wellbeing

Challenges: To consider

To what extent do you feel education to be politicised in your context? Is the profession largely autonomous, or controlled by external agencies?

Are recruitment and retention of teachers in your context challenging? If so how, and what solutions are being put forward?



The Practice/Policy Gap

Education has long been a policy football in England; a space to demonstrate political will. This has created some ill feeling in the sector.

'We are deeply concerned that the proposals themselves would require us to adopt a model within which we could no longer guarantee the high standards we have achieved to date' University of Cambridge 2021

Government 'pushing England's universities out of teacher training' over leftwing politics

Higher education leaders say ministers think departments are full of 'Marxists', as top universities fail accreditation process



There are concerns universities walking away from teacher training might exacerbate teacher shortages. Photograph: Peter Cade/Getty Images

Leaders in higher education said this week they believed the government

GOVERNMENT REVIEW THREATENS TO UNDERMINE TEACHER EDUCATION

Monday, July 5, 2021

Category: [News](#)

At a time when we should be celebrating the success of our teacher education programmes in preparing high-quality teachers who have been able to adapt nimbly and expertly to the demands of the pandemic, the Government's ITT Market Review report ([Initial teacher training \(ITT\) market review](#)) instead threatens the future viability of programmes such as the Oxford PGCE.

Today the government published the report of the Expert Advisory Group (EAG) of the Initial Teacher Training (ITT) Market Review. The University of Oxford, which has an international reputation for the quality of its teacher education (PGCE) programme and which has consistently been awarded the highest ratings by Ofsted, has serious concerns about the recommendations contained in the report. There is little indication as to why this review was deemed necessary (when all existing ITT providers are rated by Ofsted as being either 'good' or 'outstanding') and the report threatens to undermine the very basis on which the Oxford PGCE operates.

of recommendations which will impose

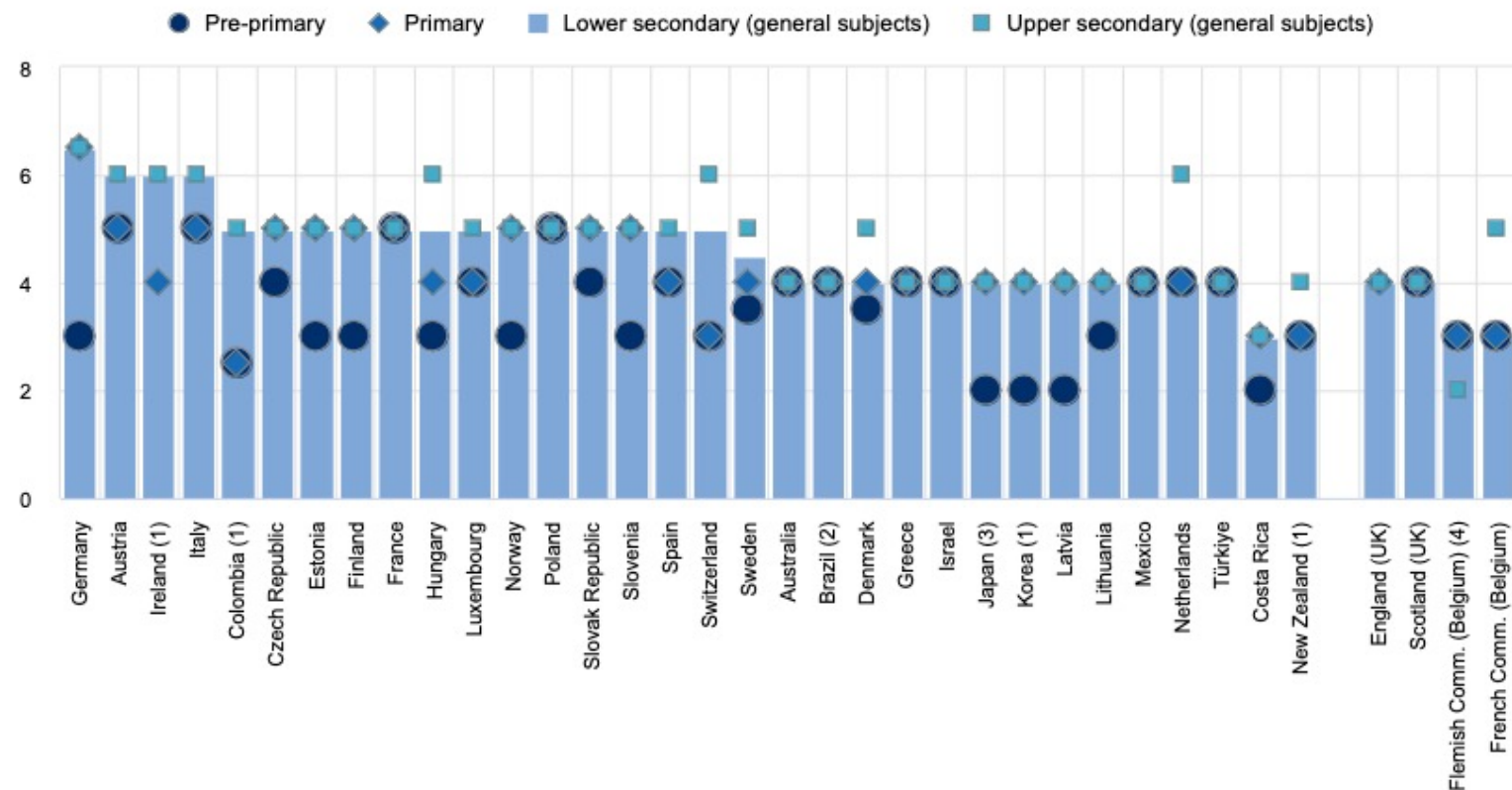
The Practice/Policy Gap

England has one of the shortest ITE requirements against comparative states, and its current turn towards vocational provision and away from the rigour of research-rich university providers stands in contrast to many others.

‘By undermining university involvement in ITE, the reforms will erode the intellectual basis of the profession - the very feature of high-performing education systems across the world’ (Clarke & Parker 2021)

Figure D6.2. Duration of initial teacher education, by level of education (2021)

For teachers in public institutions, in number of years



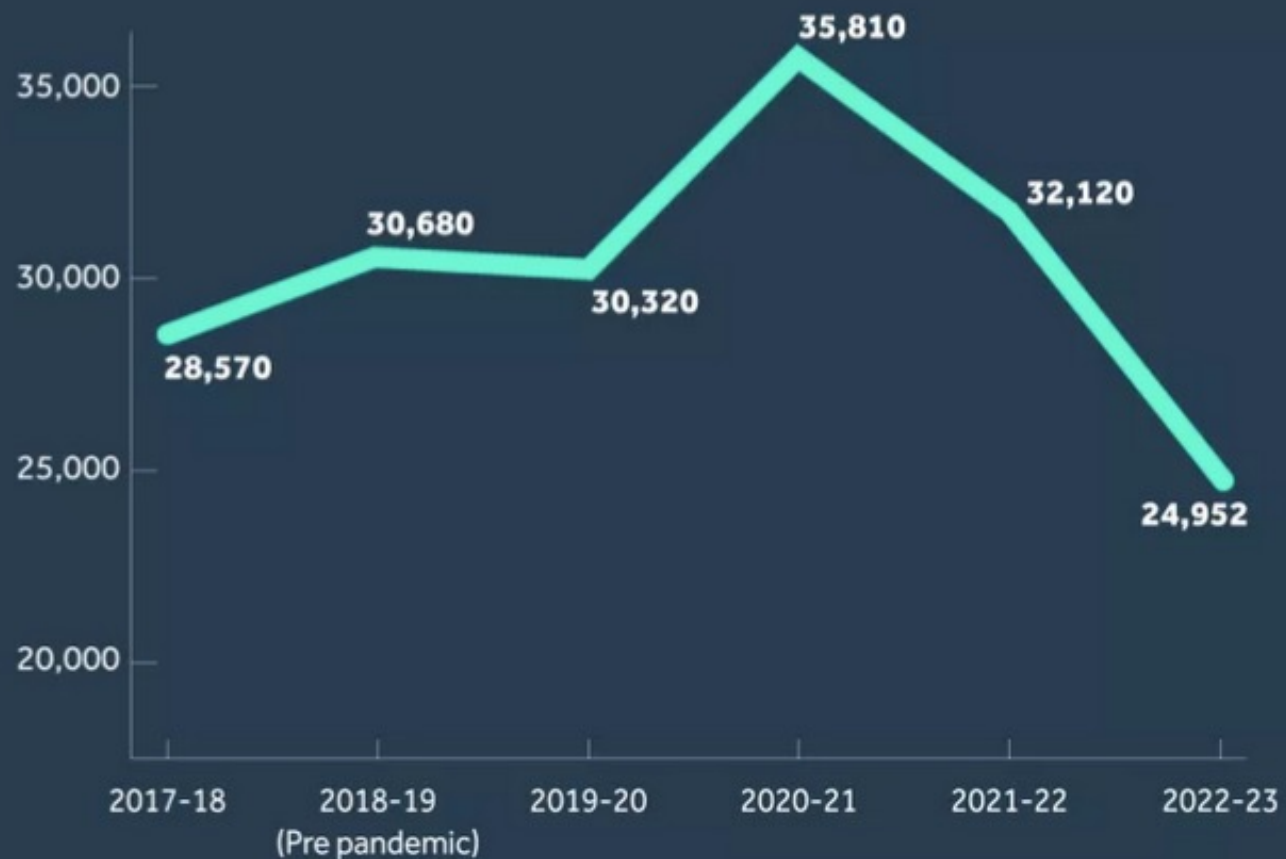
1. Minimum duration reported in Colombia (pre-primary and primary), Ireland (primary), Korea (pre-primary) and New Zealand (lower secondary, general subjects).
2. Year of reference differs from 2021. Refer to the source table for more information.
3. Representative duration of programmes.
4. Master's degree programme for upper secondary general subject teachers.

Countries and other participants are ranked in descending order of the duration of initial teacher education for lower secondary teachers.

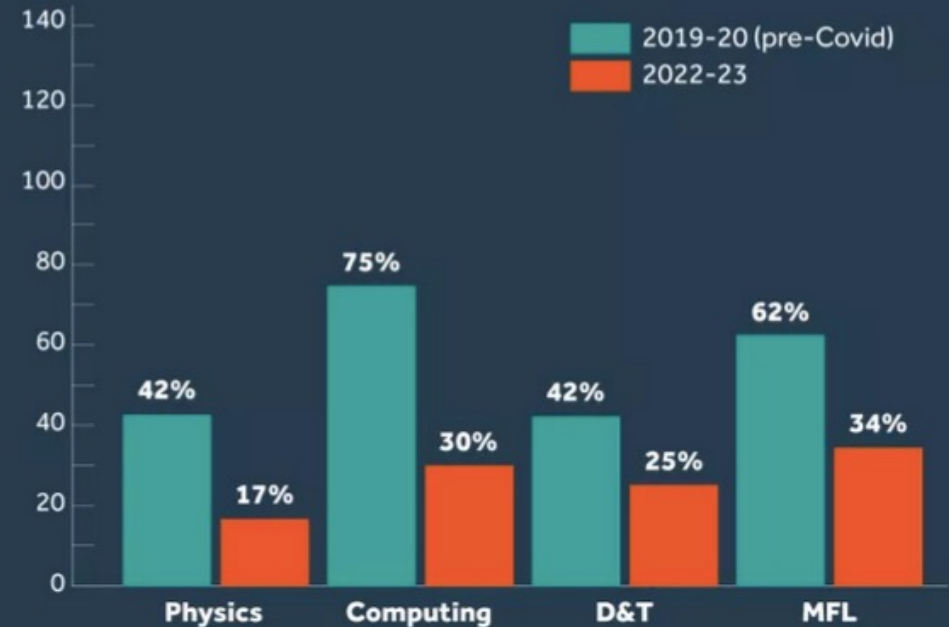
Source: OECD (2022), Table D6.1. See Source section for more information and Annex 3 for notes (https://www.oecd.org/education/education-at-a-glance/EAG2022_X3-D.pdf).

Recruitment and Retention

Overall number of teacher trainees placed on courses starting in September

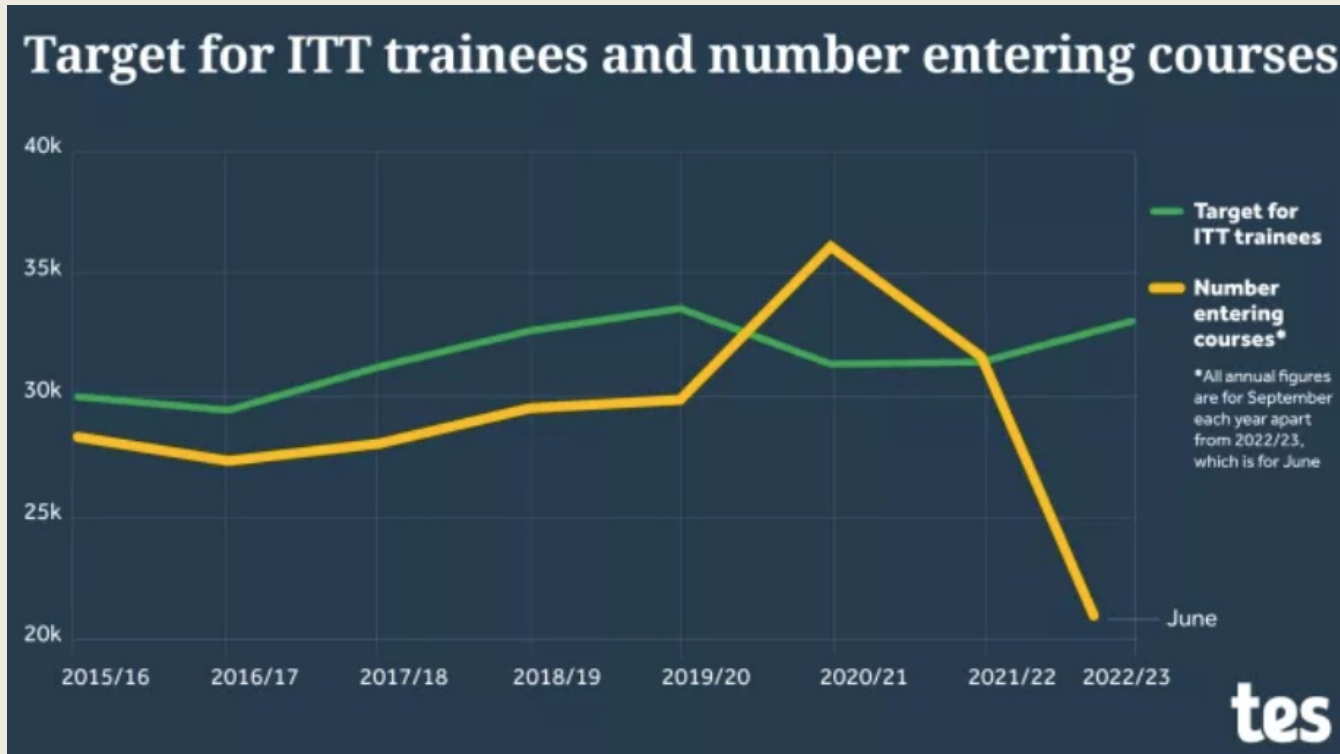


The worst teacher trainee shortfall subjects



Interconnected to issues of political/practical friction is the concerning challenge of teacher recruitment and retention – particularly post-COVID.

Recruitment and Retention



In this year, the government projected a requirement of **26,360** additional Secondary school teachers, while their preliminary figures show that just **13,788** students started ITE this September. This suggests a target missed by **48%** compounding a **44%** deficit in 2022/23. **Why?**

Economic: unemployment is low, and graduates with degrees in high demand disciplines are finding opportunities in growth industries, rather than education.

Political: with 6 Secretary of States for Education in 3 years, policy and promotion of the profession has been destabilised. Political narratives are generally negative about the teaching workforce.

Professional: the perceived workload and responsibility of teaching are unattractive.

Financial: the pay of experienced teachers has dropped 10% in real terms since 2010.

Cultural: the teaching profession does not enjoy high social status in England today.

Recruitment and Retention: Solutions?

Subject	Bursary
Art and design	£10,000
Biology	£25,000
Chemistry	£28,000
Computing	£28,000
Design and technology	£25,000
English	£10,000
Geography	£25,000
Languages (French, German and Spanish only)	£25,000
Languages (all other languages, including ancient languages)	£25,000
Maths	£28,000
Music	£10,000
Physics	£28,000
Religious education	£10,000

Financial support for non-UK trainee teachers of languages and physics

There are 3 types of financial support you can get if you're interested in training to teach languages and physics:

- an international relocation payment worth £10,000 for languages and physics
- bursaries worth up to £27,000 for languages and physics
- scholarships worth up to £29,000 for French, German, Spanish and physics

If you are eligible, you can receive both an international relocation payment and a bursary or scholarship.

Strategic financial incentives have been used by the DfE for some time to **support** recruitment in 'high need' areas. Currently this support is unconditional – and the cost is estimated at £167-292 million.

'There is no evidence to support the notion that bursaries are attracting and retaining more people to stay in the profession, especially in shortage subjects'
(Noyes et al. 2019)

Professional Belonging and Personal Wellbeing

In a market where some providers might teach **only a handful** of student teachers in a **busy professional environment** defined by **poor retention and morale** – it can be a challenge to ensure new teachers begin their career with a strong sense of belonging and sustainable wellbeing.

Stress and anxiety is increasingly commonplace, linked not only to the **pressure of the profession** but the **cost of living**, lack of **housing**, and personal **health** issues. Creating a community of peer support, providing open space for dialogue and feedback, and highlighting professional support services, can be critical to continuation rates.

SUPPORT

+ at UWE, we organise our campus-based curriculum to encourage *both* secure communities of subject knowledge and a wider inter-disciplinary network of peers.

+ at UWE, we have well reviewed support services that are intentionally removed from academic faculty, including specialist international support, mental health support, financial services, and housing teams. Referral from faculty results in quick consultation.



+ at UWE, we have built a network of alumni who can act as our school-based mentors, proving a supportive community of empathetic experts.

Professional Belonging and Personal Wellbeing

There are also external networks that we promote as means to encourage collegiality, and in turn improve the support network available to new teachers.

SUPPORT

The Subject Associations are independent membership organisations, whose members are subject experts. They support and develop new teachers, providing a safe space to meet fellow subject advocates.



The Council for Subject Associations

A Voice for Subjects

The *Chartered College of Teaching* is a learned society for teachers, with a journal (*Impact*) focusing on evidence-based practical advice. Run by teachers for teachers, there is support specifically designed for those new to the profession.



CHARTERED
COLLEGE OF
TEACHING

Challenges: Summary & Questions



The content and format of teacher education have become politicised, and contentious across the sector

Policies that attempt to financially incentivise applicants to the profession have not resolved recruitment challenges

Teacher retention is poor, with workload, burnout, and wellbeing significant issues in early years of the profession

Supporting New Teachers: A Case Study

- The National Art and Design Student Teacher Conference 2023



**UWE
Bristol** | University
of the
West of
England

**An Art and Design Initial Teacher Education Student
Conference: Seeking Value in Inter-institutional ITE Student
Knowledge Share**

Will Grant

Senior Lecturer, School of Education and Childhood, UWE Bristol



Community and Collegiality

Knowledge Share: ‘Collegial communities create a cooperative climate that heightens the level of innovation...among teachers’ (1242)

Wellbeing: ‘Collegiality stimulates enthusiasm among teachers and reduces emotional stress and burnout. It also creates a sense of belonging among organizational members and makes the bonds more cohesive.’ (1243)

Disciplinary Dialogue: ‘The most promising strategy for sustained, substantive school improvement is developing the ability among school personnel to function as professional collegial communities...necessary in an era of continuous change and improvement’ (1244)

Shah 2012



Henri Matisse 1909 *La Danse*

Community and Collegiality

In a context of fragmented schooling structures (West et al. 2022), diminished teacher agency, and homogenised curricula (Menter et al. 2012), recognition among student art teachers that **collegiality is not only possible, but a potent force for knowledge share, professional wellbeing, and disciplinary dialogue**, is argued a critical concern for the future of art education.



Trevor Bell 1962 *Forces*

The NADITE Conference 2023

ITE Art and Design Student Conference 2023

11-4.15 7th February 2023 National Gallery, London

11: Introduction

11.15: Session One

4x 5-minute presentations
15-minute discussion to follow

11.50: Break

12: Session Two

4x 5-minute presentations
15-minute discussion to follow

12.35: Session Three

4x 5-minute presentations
15-minute discussion to follow

1.10: Lunch

2: Gallery-based activity

2.50: Break

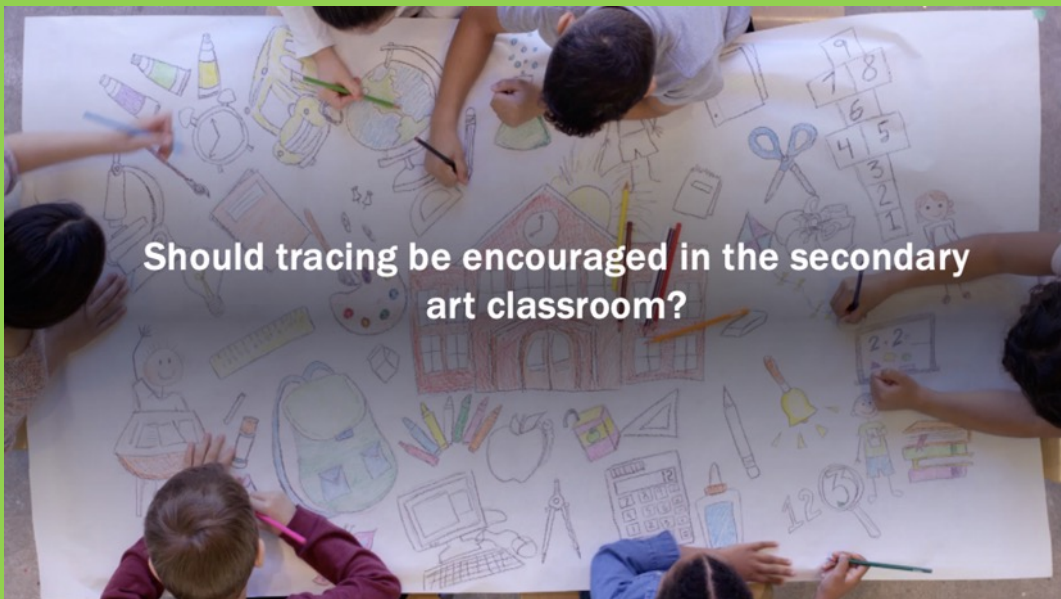
3: ARTiculation/NSEAD activity

3.50: Closing Reflections

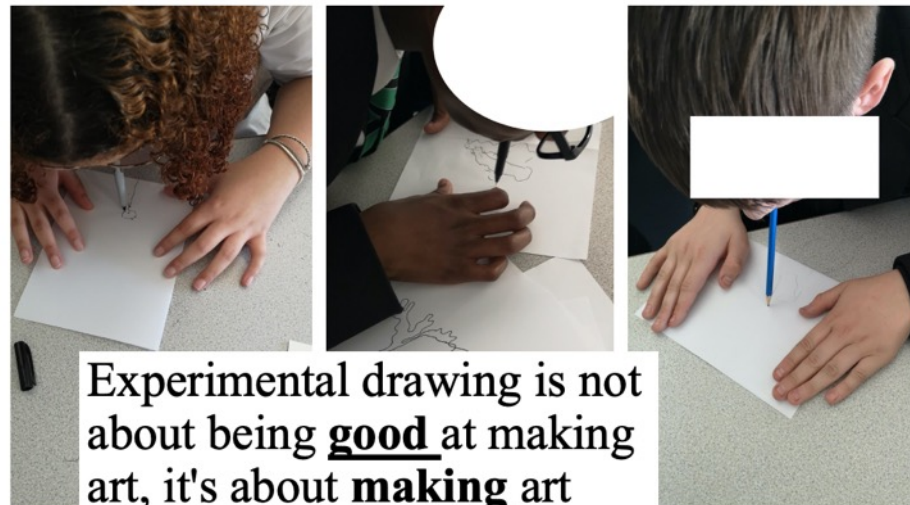
4.15: End

Student presentation format: No more than 5 minutes, illustrated through a maximum of 5 slides. For details of indicative content see over.





Should tracing be encouraged in the secondary art classroom?



Experimental drawing is not about being good at making art, it's about making art



The importance of retaining analogue photography in today's classroom.

Silence in the Classroom



Weak Silence:
Coerced, often through punitive action.

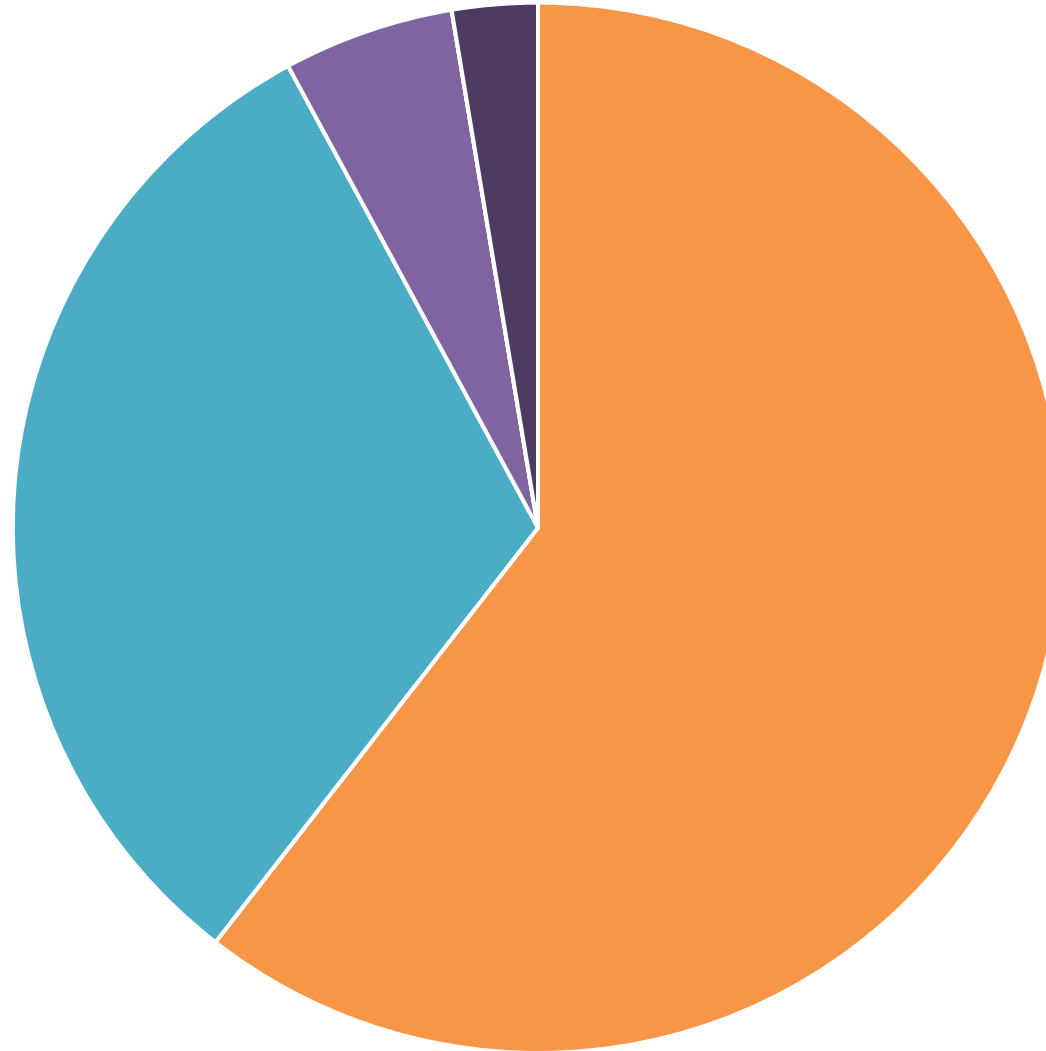
Strong Silence:
Bought into, chosen for one's own benefit.

Helen Lees, 2013, *Strong Silence is a Sound Strategy*, TES

The Silence, Joseph Ducreux, 1790

Findings

To what extent are you excited about joining, and perhaps contributing towards, the wider subject community in Art and Design education?



■ Really Excited ■ Can see it as interesting ■ Primarily focused on my practice ■ Potentially a distraction ■ Unsure ■ DNA

Findings

Benefits of Attending the Conference

'different approaches to
teaching'

Specific Pedagogies

'alternative views on
similar topics'

'learning that our opinions on
education aren't limited to
London'

ideas for my own
classroom practice'

'insightful'

Professional Attributes

Collegiate Engagement

'the same pathways'

'change in attitude towards
setting my own goals'

'grounding'

perspectives from different
artistic educations'

'shared values'

'affirming'

Findings

Benefits of collegiality

'knowledge
share'

'diversity of ideas'

'scope for a more
unified voice to
inform art education
policy'

'group gallery trips'

'skills'

Knowledge Share

'experiences'

'same wavelength'

Pupils' Benefit

'collaborations between
schools'

'remain contemporary'

'cooperation'

Disciplinary Cohesion

'working together to think about
how to teach art well' '

'methods'

'support'

'belonging'

'power in numbers'

**Autonomous
Profession**

'resilience'

Wellbeing

'comradery'

'a national vision
for art
education'

'solidarity'

'ensuring all students are
taught to a good standard'

'stronger together'

Conclusions

Whether to their vocational benefit working across large multi-academy trust clusters, i.e., within the emergent expectations of neoliberal orthodoxy, or as a means of ‘assurance’ for critical communities of art teachers who chose to advocate for alternative futures, learning to be collegiate is a marker of the professional art teacher.



Conference attendees during a workshop in the National Gallery

Supporting New Teachers: Summary & Questions

New teachers in England can benefit from networking with peers

The benefits of collegiality among new teachers may include knowledge share, wellbeing, and disciplinary dialogue

Establishing a collegiate disposition among new teachers may improve retention into the early years of their careers



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