



MQuITE

MEASURING THE QUALITY OF INITIAL TEACHER EDUCATION PARTNERSHIP IN SCOTLAND

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MEASURING QUALITY IN INITIAL TEACHER EDUCATION (MQUTE)

Funded by Scottish Government and supported by GTCS, partners include all 11 ITE universities

Aim of project:

- to develop, collaboratively, a framework for assessing ITE quality and to use it as part of a five-year cohort study

Research questions:

1. How can quality in ITE be measured in a Scottish, context appropriate way?
2. What does this measuring tell us about aspects of quality in different ITE routes in Scotland?



PARTNERSHIP

VERSIONS OF PARTNERSHIP...

- Co-operative (Furlong et al., 2006)
 - Premised on each partner have distinct roles and responsibilities.
 - PSTs get exposed to different forms of epistemological and pedagogical knowledge.
- Collaborative (Smith et al., 2006)
 - Partners work together (planning and action)
 - A dialectical approach to theory and practice
 - Legitimation of different forms of knowledge
- HEI-led model (Smith et al., 2006)
 - HEI staff 'legitimise' interpretations by school staff.
 - HEI takes overall responsibility

DONALDSON REVIEW (SCOTTISH GOVERNMENT, 2010)

- Partnerships in Scotland should be *collaborative* not complementary.
- HEI/school/LA shared responsibility
- Joint appointments between schools and HEIs
- School/university hubs to take charge of CLPL
- ‘...sets practical experience in a much more reflective and inquiring culture’ (p11)



TENSIONS

- The technical-rational solution for education
- Time
- Identity and role (positioning)
- Epistemological and pedagogical beliefs
- Organisational behaviour including hierarchy
- Exams and curriculum
- ??



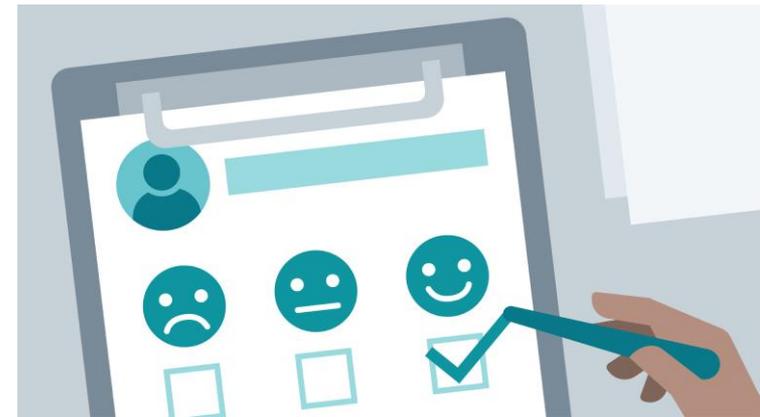
QUESTIONS

1. What are the views of teacher mentors and HEI staff about ITE partnership across Scotland?
2. How can this help inform stakeholders about the quality of ITE provision across Scotland?

FIRST PHASE OF EMPIRICAL DATA COLLECTION

Three surveys live in May/June/July 2018:

- 2018 graduates (*323 responses*)
- *School staff involved in mentoring/supporting students (229 responses)*
- *University staff involved in ITE (150 responses)*



WE ASKED ABOUT...

- Preparedness, competence and confidence
- *Partnership*
- Selection, development & delivery of ITE
- Site-based and university-based learning
- Assessment and the Standard for Provisional Registration (SPR)
- Leadership
- Career aspirations



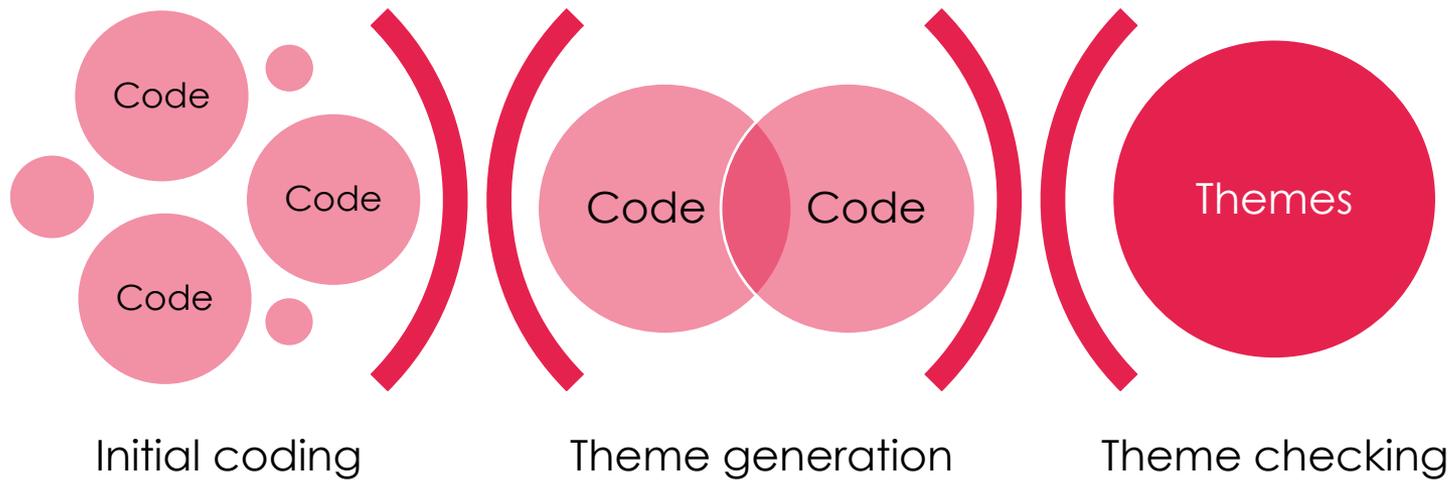
The background features abstract, flowing waves of color. At the top, a wave of magenta and pink transitions into a blue wave. At the bottom, a similar wave of magenta and pink transitions into a blue wave. The waves have a soft, ethereal quality with some internal texture and shading.

THE DATA

Partnership

INDUCTIVE THEMATIC ANALYSIS (QUALITATIVE DATA)

(E.G. THOMAS, 2003)



FROM WHICH UNIVERSITIES DO STUDENTS COME?



	Aberdeen	Dundee	Edinburgh	Glasgow	Highlands and Islands	Royal Cons	Stirling	S' clyde	West of Scotland
Total responses	45	26	112	91	8	7	46	98	44
Also Aberdeen		50%	11%	7%	50%	29%	13%	3%	7%
Also Dundee	29%		13%	10%	38%	14%	17%	6%	5%
Also Edinburgh	27%	54%		38%	0%	86%	65%	42%	20%
Also Glasgow	13%	35%	31%		25%	100%	61%	66%	80%
Also Highlands & Isl.	9%	12%	0%	2%		0%	2%	2%	5%
Also Royal Cons.	4%	4%	5%	8%	0%		11%	6%	9%
Also Stirling	13%	31%	27%	31%	13%	71%		31%	18%
Also Strathclyde	7%	23%	37%	71%	25%	86%	65%		68%
Also West of Scotland	7%	8%	8%	38%	25%	57%	17%	31%	

VIEWS ON PARTNERSHIP

Teacher mentor

Is there real and genuine partnership? (Mean = 2.37)

- Yes: 7%
- Not sure/ambivalent: 40%
- Not really/definitely not: 53%

Would you like to see greater partnership? (Mean = 4.4)

HEI staff

Is there real and genuine partnership? (Mean = 3.07)

- Yes: 33%
- Not sure/ambivalent: 41%
- Not really/definitely not: 26%

Would you like to see greater partnership? (Mean = 3.99)

PARTNERSHIP



TEACHER-MENTORS

	Mean
1. To what extent do you believe that placement/site-based experiences support students' holistic development as beginning teachers?	4.3
2. Thinking about professional requirements, how useful do you feel the Standard for Provisional Registration (SPR) is in supporting student teacher learning?	3.8
3. How confident are you in assessing students against the SPR?	4.0
4. How effective do you believe the overall assessment of student teachers is on placement?	3.4
5. How involved are you in contributing to the final assessment of students on placement?	3.8

HEI-TUTORS

	Mean
1. To what extent do you believe that placement/site-based experiences support students' holistic development as beginning teachers?	4.2
2. Thinking about professional requirements, how useful do you feel the Standard for Provisional Registration (SPR) is in supporting student learning?	3.9
3. How confident are you in assessing students against the SPR?	4.3
4. For the programme with which you are most closely involved, how fit for purpose is the assessment of student teachers on placement?	3.8

FROM THE QUALITATIVE DATA: THEMES

School mentors

- Making judgements on placement
- Placement preparation
- Working together in partnership

Lesser consideration

- Professional learning

HEI staff

- Making judgements on placement
- Quality in partnership
- Variation
- Future developments

MAKING JUDGEMENTS ON PLACEMENT

School mentors

- Comments on SPR were 'negative'
- Need for greater shared involvement
- Pass/fail difficult to determine
- Need for shared documentation
- Sometimes HEI and school disagree about a student

HEI staff

- SPR not necessarily right tool
- Holistic, informal and formative processes including recognition of context
- Role for HEI staff needs clarifying: moderator, assessor, partner?



SCHOOL MENTORS



PLACEMENT PREPARATION

- Need for consistency between universities and schools and between schools
- Lack of preparation/experience on part of students
- Placement is of high value



WORKING TOGETHER IN PARTNERSHIP

- Lack of experience/preparation by students
- Need for greater involvement by university staff
- Partnership/communication needs to improve
 - Some sense that for placement, school staff opinion should be what matters, although some suggested that HEIs should make the decisions



PROFESSIONAL LEARNING

- Only mentioned by seven individuals
- Two aspects:
 - Need for education for all involved in arena of professional learning
 - Professional learning is vitally important for all involved in the process



HEI STAFF



QUALITY IN PARTNERSHIP

- Collaboration and communication as vital to the processes of a truly shared partnership
- Some mentioned power imbalances between schools and HEIs.



VARIATION

- Teachers' practices vary:
 - Many if not most are supportive and caring
 - Some do not see mentoring as the core business of being a teacher.
 - Need teaching experience to be an ITE mentor, although some do a good job with limited experience.
- Similarly, some schools are more supportive than others
- Differences in expectations between HEIs
- 'Quality control' cannot always be guaranteed therefore



FUTURE DEVELOPMENTS

- Increasing the status of school mentors (time, remuneration, professional recognition)
- Specialised schools (medical model?)
- Greater focus on shared working and collaboration

DISCUSSION

For school-based staff:

- A sense that partnership is something 'to be done': a technical-rational model prevails
 - Fits an HEI-led or co-operative model
- The university is seen as the 'preparation' for placement
- Contradictory messages about SPR
- Desire for greater partnership must be cautioned by what type of partnership?

DISCUSSION

For HEI staff:

- Partnership is seen as something to be done together: desire for more collaborative working
- However, schools were questioned as to whether they have the time or wherewithal to conduct partnership satisfactorily
- Collaborative model is preferred, but with this comes a need for greater clarity and assurances about role for staff (HEI and school-based), remuneration, etc.
- Some mention of a 'medical' model, but by no means widespread



SUMMARY

- Focus on practical elements of placement
- Desire for more partnership working
- A sense that there are differing roles within the partnership but that these should be more collaborative
- National guidance is not always helpful

SOME AREAS TO EXPLORE MORE DEEPLY

- What trends can we find that correlate to type of ITE programme or university of study?
- How do stakeholders understand partnership in practical and theoretical terms, i.e. what should it look like and what barriers are there to achieving this? (EdD student)
- Processes of placement? (EdD student)
- Effectiveness of selection into ITE programmes



NEXT STEPS IN DATA COLLECTION

- Focus groups with study cohort (2018 graduates)
- Focus groups with teacher mentors
- Re-run end of ITE survey with 2019 graduates
- End of induction year survey whole population
- Focus groups with local authority teacher induction managers

Also:

- Comparative analysis with other international surveys



MORE INFORMATION

- @MQuITE_Ed
- mquite.home.blog
- Mark Carver (Playing safe, faking good, and gatekeeping: tensions in practice-based assessment of student preparedness), Tues, 17.15, VMP5 – Room2055
- Aileen Kennedy (Exploring The Perspectives Of School-Based Teacher Educators In University-Led ITE), Thurs 17:15, VMP 5 - Room 2067

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- Thomas, D.R. (2003) A general inductive approach for qualitative data analysis, available at <http://frankumstein.com/PDF/Psychology/Inductive%20Content%20Analysis.pdf>, accessed 15/3/2019