Reflecting on key findings from the Measuring Quality in Initial Teacher Education (MQuITE) project

Discussant: Dr Amy Burns, University of Calgary

MEASURING QUALITY IN INITIAL TEACHER EDUCATION

- 2017 – 2022
- Funded by Scottish Government
- Supported by GTCS
- Includes co-investigators from all 11 ITE universities and GTCS
- **Aim:** to develop, collaboratively, a framework for assessing ITE quality and to use it as part of a five-year cohort study
- Survey cohort established from 2018 and 2019 graduates

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Symposium agenda

What is quality: theoretical and empirical reflections from the MQuITE Project (Adams)

Counting what counts: insights from the data and recommendations fir future data collection (Carver)

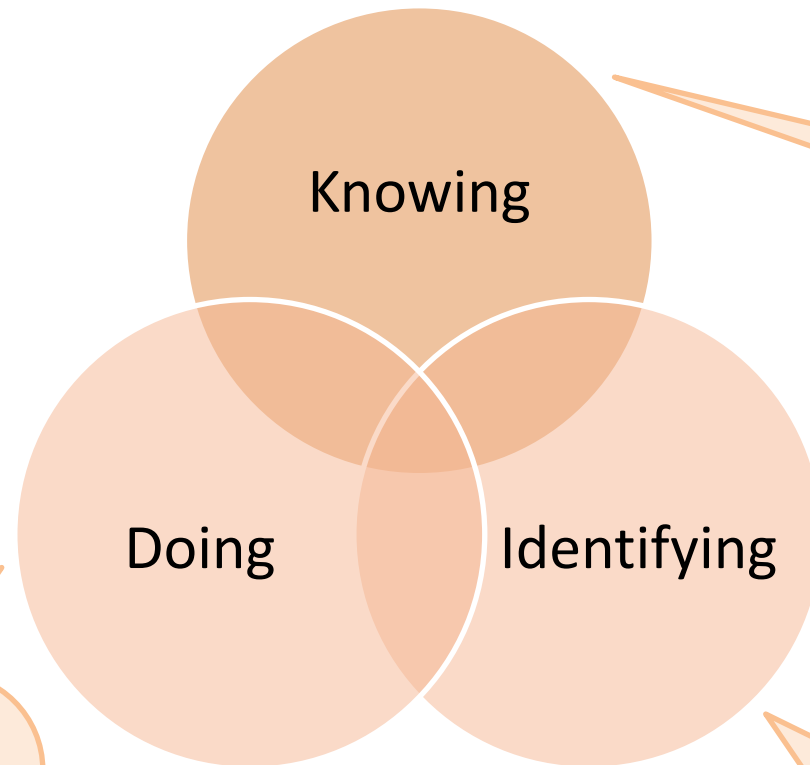**Reflecting on the MQuITE framework** (Kennedy)

The development of (ITE) quality indicators

- Prospective planning

  – Theory application

- Operational (re)alignment

  – Transitional matters over time

- Retrospective pointers

  – Descriptive to normative

Descriptive to normative?

(Cf. Adams & McLennan, 2021)

Knowing

Doing

Identifying

1. The here-and-now as well as the enduring.
2. Thus matters of praxis.
3. Positons: taken up, resisted or amended.

1. Teaching: undertaken with and for others.
2. Big-D/Discourses: standards: interplay with little-d/discourses.
3. Categorisations: boundaries.

1. Entry to, progression through, exit from ITE.
2. Big-D/Discourses: processes of a social nature.
3. Adjustments made to the demands of the workplace (HEI and school).

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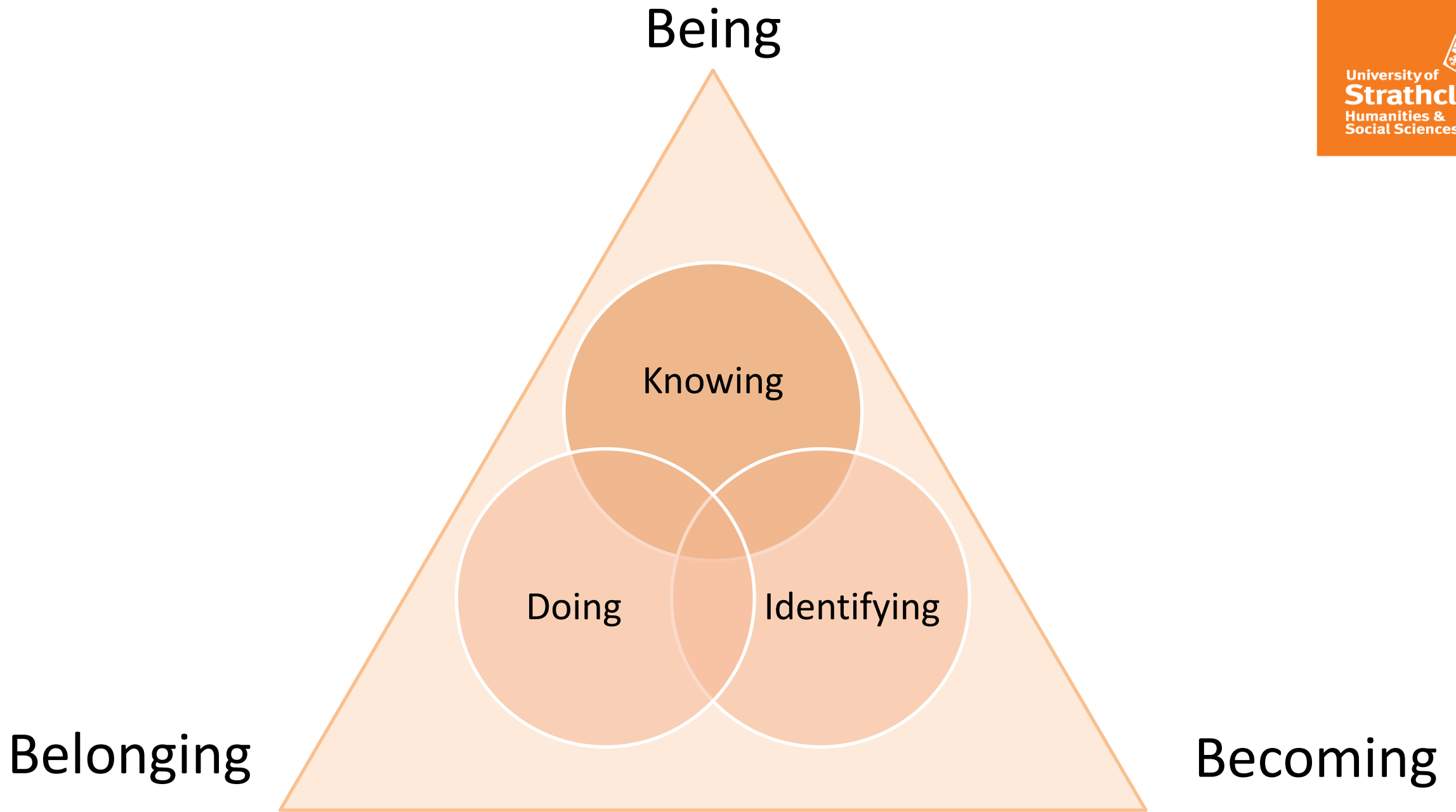
Retrospective pointers

- How can 'quality' be seen when using self-reporting systems and processes?

- What if such measures of 'quality' do not match 'policy' and 'policy-makers' desires?

- How can 'quality' thus be aligned with 'the here-and-now' and 'the enduring'.

  - A relationship between 'practice' and 'theory'?

- Questions are thus about praxis:

  - 'What is at stake is the creation of local theoretical positions, through praxis, that enable the student to orient her work meaningfully. The here-and-now of the particular requires the conjoining of personally held understandings and social, cultural, political manifestations. Such theory-making happens in schools, in classrooms, in relationships. It is inextricable tied to practice; it is praxis lived.' (Adams & McLennan, 2021: 8).

KEY LEARNING FROM THE PROJECT

- There are no particular areas of weakness and we can be confident in challenging many of the 'crisis' narratives in ITE, e.g. around teaching of numeracy or teacher retention

- Graduate responses stay remarkably similar across their early career

- Teacher efficacy, CPD needs, and helpfulness ratings vary only slightly, with overall 'scores' staying remarkably similar over time

- Despite the range of providers and institutional philosophies, views on learning within schools and universities suggest much more consistency than we might have assumed

DISAPPEARANCE OF THE NUMERACY 'CRISIS'

Numeracy preparedness
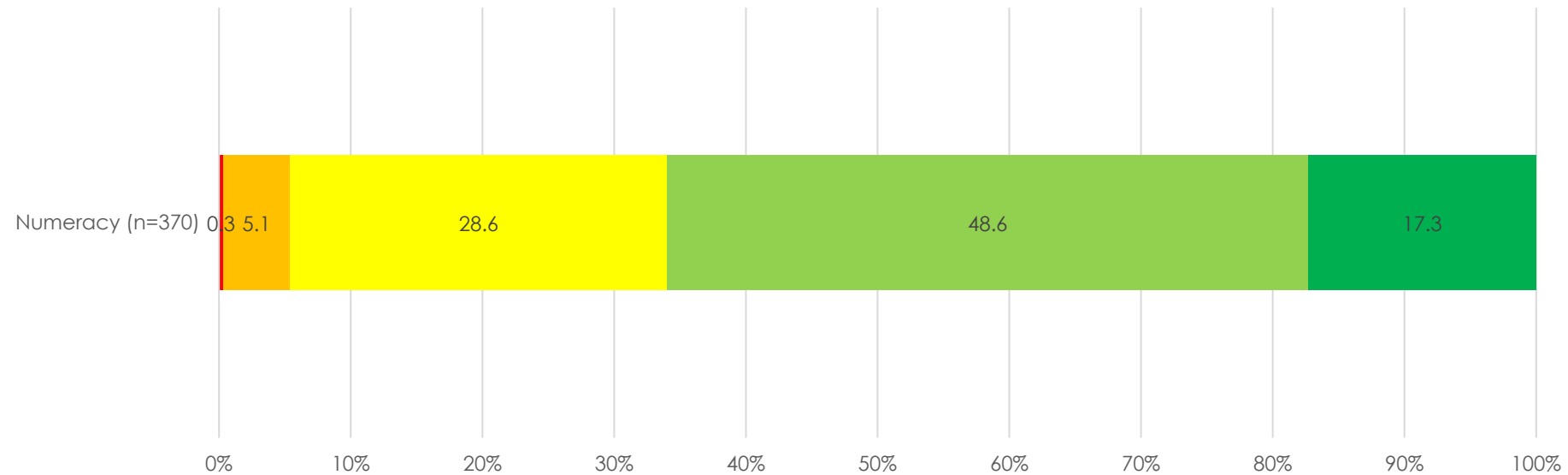
	Numeracy (n=370)
■ Not at all prepared	0.3
■ 2	5.1
■ 3	28.6
■ 4	48.6
■ Very well prepared	17.3

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UNIVERSITY AND SCHOOL STAFF VIEWS ON GRADUATE PREPAREDNESS

How well prepared are ITE graduates? (5-point scale, where 1 = not at all prepared and 5 = very well prepared)

- Students: 3.71
- University staff: 3.94
- School staff: 3.02

IS PREPAREDNESS SPREAD EVENLY?

	Primary	Secondary
HWB	3.55	3.10
Literacy	3.56	3.08
Numeracy	3.52	3.17
Efficacy Mean	3.10	3.07

Efficacy ratings (/4) (n=124)	2018	2019	2020	2021
Teach literacy	N/A	3.41	3.37	3.38
Provide alternative explanations	3.33	3.30	3.42	3.35
Make expectations clear	3.32	3.35	3.32	3.30
Teach health and wellbeing	N/A	3.41	3.35	3.28
Get pupils to believe they can do well	3.25	3.26	3.33	3.26
Teach numeracy	N/A	3.50	**3.20**	3.23
Challenge discrimination	N/A	3.27	3.24	3.20
Adopt inclusive pedagogies	N/A	3.36	3.24	3.19
Use ICT	3.13	3.07	3.21	3.18
Vary pedagogical strategies	3.12	3.16	3.13	3.13

KEY LEARNING ON PREPAREDNESS

- Preparedness, competence, and confidence are almost but not quite synonymous, but preparedness seems to resonate more in the ITE context

- Ratings remained remarkably stable over the three years

- Categories of subjects (e.g. 'Expressive arts') may obscure issues

- Differences between primary and secondary are found when asking about curriculum subjects but not when asking about teacher efficacies

- Assumptions of 50% attrition are often unfounded (Weldon, 2018) and can mask regional or subject-area nuance (Gorard & White, 2004; Sprigade, 2015).

- Crude headcounts or snapshots neglect issues of teacher mobility, both geographically and professionally (Carver, 2021; Sharp & Draper, 2000).
  - E.g. around half of the early career attrition rate in Scotland can be explained by cross-border movement

- If you could go back to the start of university and start over again, would you become a teacher or not? [scale response]

- How long do you plan to remain in teaching? [multiple response checkbox options]

- At this point in time, where do you envisage yourself in 5 years' time? [multiple response checkbox options]

RETENTION INTENTION OVER TIME

Intention in next 5 yrs	2018	2019	2020	2021	2022
Class/subject teacher in Scotland	72%	67%	63%	52%	57%
Middle leader	35%	33%	37%	29%	43%
Not teaching at all	7%	9%	10%	7%	11%
Teaching outwith Scotland	23%	18%	16%	7%	11%
Working in further or higher education	7%	8%	7%	7%	8%
Working in education but not teaching	11%	12%	11%	10%	10%
Studying for, or having achieved, a Master's Degree in Education	32%	24%	23%	21%	20%

- Others: Childminder if I have any children, EIS, Education in 3rd sector, Guidance teacher, supply, stay at home mum, nurture or support role, transition or SfL teacher

Table 5. Cross-tabulation of regret and intention to remain variables across all data captures (n = 329).

		Intend to Remain Teaching as Long as Able	
		No (n = 72)	Yes (n = 257)
Regret becoming a teacher	Regrets (n = 40)	33 (46%)	7 (3%)
	No regrets (n = 289)	39 (54%)	250 (97%)

Table 7. Self-reported teacher competency changes by risk category.

Student Teacher Risk Category	Self-Efficacy (Mean of All Measures)	Self-Efficacy (Behaviour)	CPD Need	Competence
Career regret	−8%	−10%	0%	−15%
Not expecting to be teaching in a classroom in Scotland	+1%	+1%	−2%	+1%
'At risk' composite	−6%	−9%	0%	−13%
Not expecting to be in teaching-related or education-related roles	−7%	−5%	+1%	−13%

KEY LEARNING ON RETENTION

- Satisfaction and self-ratings on graduation are consistent predictors, though challenges predicting attrition illustrate how the problem is multi-faceted, with different models generated for each variable

- Headcount is a crude measure that fails to distinguish between ITE effects and in-service effects

- Career intention suggests the 'lifelong teacher' model is outdated

- Induction, registration, and CLPL need to accommodate flexible careers in education

FOLLOW-UP RECOMMENDATIONS

- We should now be able to move on from the 'health check' and look more meaningfully at variance in teacher preparation

- Efficacies may be more useful than curriculum subjects when assessing teacher preparedness, but we need to decide which of the OECD measures are meaningful in our context

- 'Prepared for what?' still needs to be addressed, especially for placements and 'classroom readiness'

- Rather than treating attrition as an outcome, understanding career intention as a continuous process (e.g. Smethem, 2007) could be more useful in follow-up work

REFLECTING ON THE MQuITE FRAMEWORK

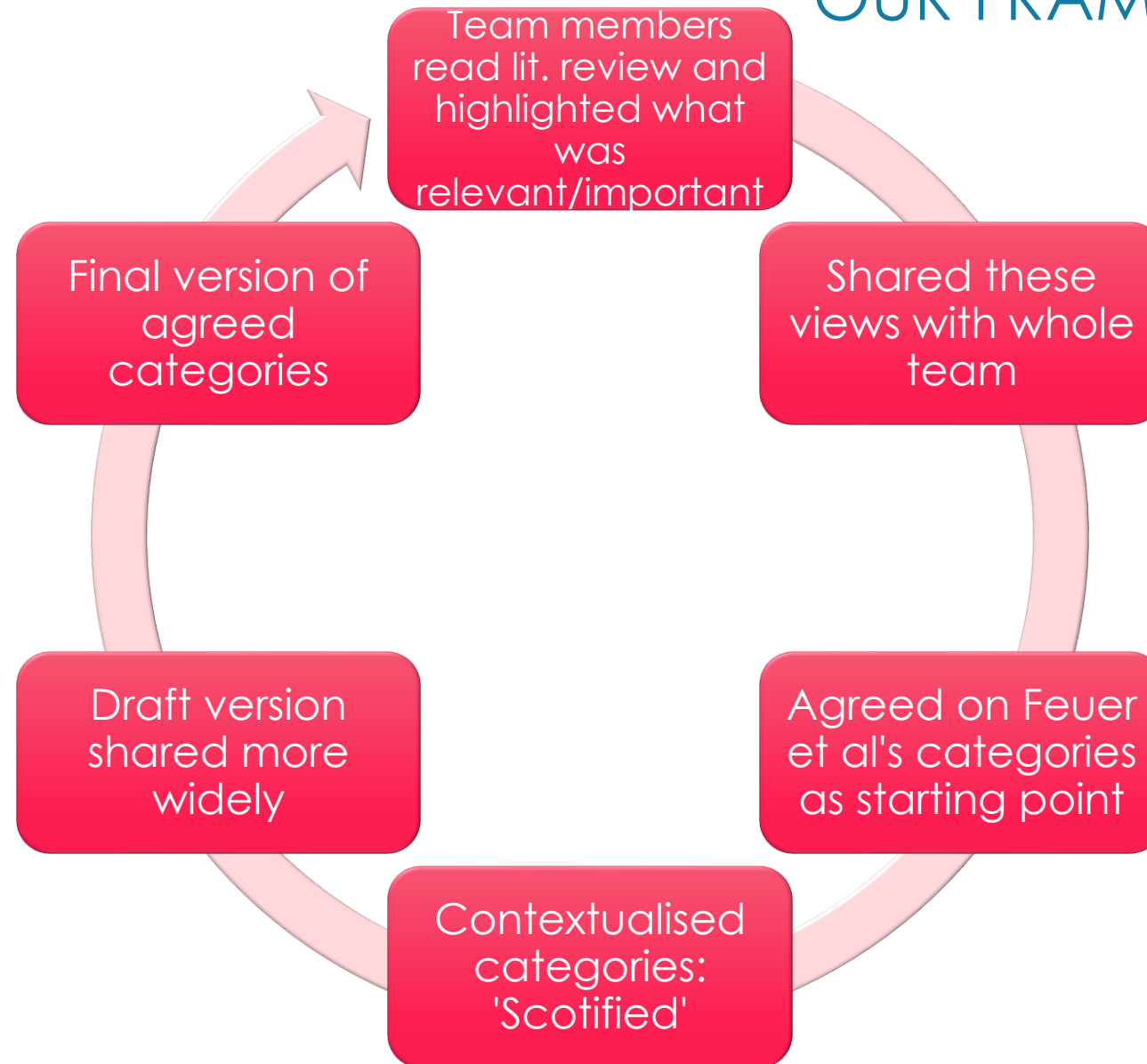Aileen Kennedy, University of Strathclyde

@DrAileenK   @MQuITE_Ed

www.mquite.scot

THEORETICAL FRAME

- Developing a 'contextually-appropriate framework' as an explicit act of 'vernacular globalisation' (Appadurai, 1996)

- or, as Rizvi & Lingard describe: 'the ways in which local sites and their histories, cultures, politics and pedagogies mediate to greater or lesser extents the effects of top-down globalization' (2010, p. 65)

THE PROCESS OF DEVELOPING OUR FRAMEWORK

Team members read lit. review and highlighted what was relevant/important

Shared these views with whole team

Agreed on Feuer et al's categories as starting point

Contextualised categories: 'Scotified'

Draft version shared more widely

Final version of agreed categories

DEVELOPMENT OF FRAMEWORK COMPONENTS

Feuer et al. (2013) categories	MQuITE Framework components
	1. Partnership
Admissions and recruitment criteria	2. Admissions, recruitment and retention
Quality and substance of instruction	3. Programme design
Quality of student teaching experience	4. Practicum/fieldwork
Faculty qualifications	5. Teacher educators
Effectiveness in preparing new teachers who are employable in the field	6. Initial destinations
Success in preparing high-quality teachers	7. Post-registration
	8. Institutional context

Kennedy, A., Beck, A. & Shanks, R. (2021). 'Developing a context-appropriate framework for measuring quality in initial teacher education' *Scottish Educational Review*, 53(1), 3-25.

THE PLAN V. REALITY…

Annual agreement of funding – implications

Under-estimation of the developmental power of the project

MQuITE as a focus for productive communication between stakeholders

UNPLANNED ELEMENTS

- National/regional comparison, e.g. using TALIS data
- BERA-funded project: 'New teachers' responses to COVID-19 in Scotland'
- MPhil study on the lived experiences of early career PE teachers
- EdD study on teacher mentors
- SGSSS Studentship on the early career experiences of black and minority ethnic teacher
- R&**D** project

CONCLUSION

- Funding source/arrangements undoubtedly influences methodology

- Importance of the process of developing the framework: *conceptualisation* and *contextualisation*

- Would have benefited from more flexibility being built in at the outset, e.g. design-based research, with the goal to 'directly impact practice while advancing theory that will be of use to others' (Barab & Squire, 2014, p. 8)

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