

TEACHER EDUCATION UNDER ATTACK A UCU CAMPAIGN BRIEFING

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THE COALITION'S REFORM OF TEACHER EDUCATION

Teacher education in higher education has a long and proud history. Now it faces a fundamental attack that will cause long-term damage to the quality of teacher education in England.

The Coalition government's Schools White Paper 2010 'The Importance of Teaching' set out a series of reforms in teacher education including, most fundamentally, the intention to increase on-the-job teacher training by expanding school based training and the existing Teach First programme.

'School Direct' marks a profound switch in the resourcing of teacher training, away from higher education institutions toward schools, at the same time that the government is radically deregulating the school system in England through the creation of academies and free schools.

WHAT WILL HAPPEN TO TEACHER EDUCATION?

UCU is concerned that the expansion of School Direct will:

Promote a damaging competition between schools and higher education institutions, to the detriment of both

- Lead to higher education institutions withdrawing from teacher education entirely, in spite of the fact that 94% of HE courses are rated good or better, compared with 26% of courses in schools
- Devalue the internationally recognised PGCE qualification
- Narrow and degrade the education on offer to teachers, damaging their employment prospects and reducing their ability to teach across all types of schools
- Reduce the capacity of university academics to engage in educational research and thus weaken the extent to which education policy is informed by evidence

WHAT YOU CAN DO:

- Read and circulate this campaign briefing
- Register to support our campaign by emailing gtabrizi@ucu.org.uk
- Raise the campaign with your school, college, university, union or other organisations and ask them to join us by emailing gtabrizi@ucu.org.uk

THE COALITION'S REFORMS: 'SCHOOL DIRECT'

The policy of increasing school based training has come to fruition through a massive expansion of what is called School Direct. The student teacher is selected by the school which has a range of options of how to arrange their teaching education. Schools may take full responsibility for ITE using HEIs purely as a rubber stamp at the end of the course, or they might work with HEIs in a more traditional partnership based PGCE model. Of course the reality might fall anywhere between these two extremes. The common theme is that the school will be responsible for arranging the education for the student teacher and how it should be delivered, leaving the HEI unable to plan ahead for the demand for their ITE services and the resultant instability that creates in staffing, workloads and the viability of continuing with the provision of ITE. The Secretary of State for Education, Michael Gove, has stated his ambition that by the end of this parliament well over half of all teacher training places will be delivered by schools whether through direct provision, Teach First or School Direct.¹ The Chief Executive of the Teaching Agency, Charlie Taylor, shares Gove's zeal for school-led ITE and recently spoke about his desire to see a local teacher supply model devised, bringing the possibility of even more volatility in demand.²

At the same time as the introduction of School Direct, HEIs have lost guaranteed allocations of 'core' teacher training places and have to engage in an annual bidding round with the DfE. Although providers rated outstanding by Ofsted had their allocations protected in 2013/14, there is no promise that this protection will continue. This annual bidding process is destabilising for education departments as again it makes it very difficult for to

2 http://www.education.gov.uk/inthenews/speeches/ a00220299/charlie-taylor-keynote-speech plan for the long term. UCU are concerned that some education departments are at very real risk of being closed due to the loss of places and associated secured funding.

THE IMPORTANCE OF HIGHER EDUCATION

Why does this School Direct policy matter? Why should we be worried about the involvement of HEIs in teacher education? Parents, carers and anyone with an interest in the education of young people should be concerned because of the unique role that teaching plays in society, providing academic, moral and social education to our children. It is essential that teachers are highly trained and educated to perform that role with an understanding and appreciation of the skills and values underpinning it and have appropriate support throughout their professional careers to maintain this.

We need teacher education to be rooted in pedagogy. To deliver excellence a teacher needs a theoretical and professional knowledge of education, an understanding of how children learn including the development of critical thinking skills, problem solving and collaborative working; alongside an expert knowledge of their subject discipline. A teacher needs an understanding of all aspects of child development to recognise and analyse educational needs and adapt their teaching practice accordingly. Theories of learning are also important across other phases of education as they enable beginning teachers to develop principles that will form the basis of their pedagogy. Many HEI departments are also involved in training teachers for the post-compulsory sector and the consequent effect of their closure or reduction in their offer will adversely impact adult teaching and learning, a fact that seems utterly neglected by the current policy direction.

Gove himself referred to learning as "knowledge imparted at school, in a structured way, by gifted

¹ http://www.education.gov.uk/inthenews/speeches/ a00210308/michael-gove-at-the-national-collegeannual-conference

professionals, through subject disciplines..."³ Teaching is an intellectual profession, not merely a craft. Training through practical experience alone risks training teachers who can only work well in one type of setting. Will we see Academy chains and teaching school partnerships that exclude HEIs producing trained teachers as brands – a 'Harris Teacher', an 'Ark Teacher'? Is it right that public subsidy should go into training teachers who are not equipped to teach across the full range of publicly funded schools? HEI led training ensures teachers are trained both practically and intellectually to work right across the education service.

The HE sector provides the leadership in high quality subject training for teaching, not just for HEI led programmes but also through its contribution to Teach First and School Direct. Any risk to the future of the sector diminishes the high quality subject training available through all ITE routes. The academic award of a PGCE provides an internationally recognised and portable qualification. School Direct training does not necessarily lead to a PGCE and therefore these teachers will find their employment prospects restricted when they move on or seek promotion to schools that require a PGCE.

HIGH QUALITY, COMPREHENSIVE ITE

Of course, despite the rhetoric of Gove and Taylor, current teacher education does not take place in a vacuum. HE based ITE courses already involve a significant amount of time in a school setting, in acknowledgement that fully rounded teacher education cannot happen without practical experience. This experience enables student teachers to reflect on theories of learning by making links with pedagogy on the ground, in schools. This partnership working is a feature of the very best teacher education and has been successfully established in England over a number of years. Now the policy is encouraging schools and HEIs to compete against each other for places, undermining the partnership models that have been operating successfully. The more HEI education departments are destabilised and placed at risk of closure though this competitive model, the more will withdraw completely from partnership working with schools in whatever form. Thus HEI led, School Direct and Teach First training will all suffer detriment.

It is true that School Direct training can be done in conjunction with an HEI but it could equally take place with School-Centred Initial Teacher Training (SCITT) providers, meaning no HEI involvement at all in teacher education. The agenda to promote SCITTs and Teaching School partnerships, shutting out all HEI involvement has become more overt and orchestrated across the DfE, Ofsted and the Teaching Agency. There have been recent pronouncements on extra funding for teaching schools⁴, a press release from Ofsted, a supposedly independent and impartial body, hailing the success of school-led partnerships using selective information⁵ and a newspaper article by Michael Gove on the threat of 'enemies of promise'⁶ all coming forth in quick succession.

Far from being an enemy of promise, HE teacher education provision is extremely good. In 2010, 94% of HEI led programmes were rated good or better with 47% rated outstanding. In contrast, 26% of school based routes were rated outstanding. Therefore shifting more provision to schools in the name of quality does not make sense. Places are

6 http://www.dailymail.co.uk/debate/article-2298146/lrefuse-surrender-Marxist-teachers-hell-bentdestroying-schools-Education-Secretary-berates-newenemies-promise-opposing-plans.html

³ http://www.smf.co.uk/media/news/michael-govespeaks-smf/

⁴ http://www.education.gov.uk/inthenews/inthenews/ a00223151/teaching-schools-get-%C2%A310m-toboost-teacher-training-quality

⁵ http://www.ofsted.gov.uk/news/school-led-partnershipssetting-benchmark-for-high-quality-teacher-training-0?news=20579

being allocated to schools where there is no track record of delivery or any evidence of capacity to resource the training. The Ofsted inspection regime has been reformed and by all accounts it will be more difficult to gain good or outstanding grades under the new framework. It is right that HEIs should continue to raise their game to improve and provide high quality training. However it seems contradictory to demand these tougher inspections of HEIs on the one hand but to allocate places on the basis of school demand rather than quality on the other.

EDUCATION RESEARCH AND CONTINUING PROFESSIONAL DEVELOPMENT

Of course training new teachers is not the sole purpose of HE education departments. These departments also undertake education research and develop CPD courses for in-service teachers. Participation in a research environment not only enables pre-service and in-service training to be founded upon the most up- to-date, cutting edge research, it also allows student teachers to have exposure to the critical enquiry and debate that research engenders and to incorporate that into their learning and practice.

If we lose our education departments in HEIs we lose this research base and the evidence-based practice it supports. Current government education policy is heavily reformative and its successful implementation will require high quality CPD provision. The government has repeatedly stated a desire to introduce rigour into the examinations system and a series of reforms are proposed to A Levels and GCSEs including making exams linear, with 100% external assessment and a more challenging curriculum.

Michael Gove has stated that children will perform better in the new system of more difficult exams because their teaching and learning will also be

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better.⁷ This relies upon existing teachers being trained to deliver the newly required standards. The Education Select Committee has pointed out in its report on GCSE/EBC reform that such a step change in standards of teaching and learning as proposed requires supporting teachers' professional development: "teachers must be provided with appropriate training and resources to support their teaching." ⁸

But if their CPD provision is limited due to education departments closing or downsizing, how will this support for teaching and learning occur? By increasing school-led training and risking the future of our HEI education departments, Gove is destroying the infrastructure that supports the teaching and learning that will be required to teach the new curriculums and prepare children for the new exams.

JOIN US

In response to this threat to high quality teacher education we call upon a broad alliance of teacher educators, teacher unions, higher education institutions, education researchers, schools, policy makers and other interested individuals and groups to publicly support the vital role of HEIs in teacher education and education research. Tell us what the role of higher education in ITE means to you, and show us where it is under threat. By working together we can defend high quality teacher education and safeguard its future.

⁷ http://www.publications.parliament.uk/pa/cm201213/ cmselect/cmeduc/uc808-i/uc80801.htm Q90

⁸ http://www.publications.parliament.uk/pa/cm201213/ cmselect/cmeduc/808/808ii.pdf

APPENDIX

UCU ANALYSIS OF TEACHER TRAINING ALLOCATIONS FOR 2013/14:

Allocations to HEI education departments were issued in November 2012. The biggest percentage change in HEI-based ITT places was at the University of Sheffield (-71%), then the universities of Keele (-49%), Newcastle (-39%), Leeds (-38%), Warwick (-37%), Sussex (-36%), Bedfordshire (-33%), Southampton (-30%), Liverpool John Moores (-26%), and Leicester (-24%); the Central School of Speech and Drama also lost -31% of HEI-based places.

In all, HEIs in England in 2013-14 will lose 2,037, or 7.2% of, HEI-based ITT teacher training places, and will gain 6,451 School Direct salaried and training programme places. Because School Direct is a programme driven by the individual employment needs of a school there is no guarantee that these places will be repeated in future years. There is also no strategic subject or area needs analysis driving School Direct places.

	HEI-based ITT 2012-	HEI-based ITT 2013-	HEI-based ITT 2012- 13 to 2013-14	HEI-based ITT 2012- 13 to 2013-14	Total places	Total places	Total places 2012-13 to 2013- 14 change	Total places 2012-13 to 2013- 14 change
HEIs in alphabetical order Anglia Ruskin University	13 177	14 199	change N 22	change % 12.4%	2012-13	2013-14 222	N 45	25.4%
Bath Spa University	538	538	0	0.0%	538	565	45 27	5.0%
					546	580	34	
Birmingham City University	546	525	-21	-3.8%	540	080	34	6.2%
Bishop Grosseteste University College Lincoln	456	443	-13	-2.9%	456	547	91	20.0%
Bradford College	287	246	-41	-14.3%	287	354	67	23.3%
Brunel University	285	238	-47	-16.5%	285	238	-47	-16.5%
Canterbury Christ Church University	1065	1066	1	0.1%	1065	1654	589	55.3%
Central School of Speech and Drama	26	18	-8	-30.8%	26	21	-5	-19.2%
Edge Hill University	1425	1405	-20	-1.4%	1425	1553	128	9.0%
Goldsmiths University	400	308	-92	-23.0%	400	378	-22	-5.5%
Institute of Education, University of London	891	921	30	3.4%	891	1351	460	51.6%
Keele University	168	86	-82	-48.8%	168	167	-1	-0.6%
King's College London	197	189	-8	-4.1%	197	222	25	12.7%
Kingston University	295	263	-32	-10.8%	295	301	6	2.0%
Leeds Metropolitan University	242	242	0	0.0%	242	263	21	8.7%

TABLE 1: Changes to HEI Allocations from 2012/13 – 2013/14

HEIs in alphabetical order	HEI-based ITT 2012- 13	HEI-based ITT 2013- 14	HEI-based ITT 2012- 13 to 2013-14 change N	HEI-based ITT 2012- 13 to 2013-14 change %	Total places 2012-13	Total places 2013-14	Total places 2012-13 to 2013- 14 change N	Total places 2012-13 to 2013- 14 change %
Leeds Trinity University College	271	220	-51	-18.8%	271	328	57	21.0%
Liverpool Hope University	711	671	-40	-5.6%	711	771	60	8.4%
Liverpool John Moores University	322	237	-85	-26.4%	322	321	-1	-0.3%
London Metropolitan University	262	237	-49	-20.4%	262	213	-1	-18.7%
London South Bank University	202	213	-49	-18.7%	202	213	-49	0.8%
Loughborough University	239	231 96	-o 0	-3.3%	239 96	107	11	11.5%
	90	90	0	0.0%	90	107	11	11.5%
Manchester Metropolitan University	1023	1028	5	0.5%	1023	1192	169	16.5%
Middlesex University	374	313	-61	-16.3%	374	461	87	23.3%
Newman University College	409	351	-58	-14.2%	409	573	164	40.1%
Northumbria University	344	344	0	0.0%	344	394	50	14.5%
Nottingham Trent University	339	302	-37	-10.9%	339	427	88	26.0%
Oxford Brookes University	482	388	-94	-19.5%	482	420	-62	-12.9%
Roehampton University	637	669	32	5.0%	637	816	179	28.1%
Sheffield Hallam University	632	574	-58	-9.2%	632	834	202	32.0%
St Mary's University College, Twickenham	566	552	-14	-2.5%	566	605	39	6.9%
Staffordshire University	53	51	-2	-3.8%	53	64	11	20.8%
The Open University	182	166	-16	-8.8%	182	180	-2	-1.1%
University College Birmingham	63	63	0	0.0%	63	63	0	0.0%
University College Plymouth St Mark & St John	392	324	-68	-17.3%	392	384	-8	-2.0%
University of Bath	152	138	-14	-9.2%	152	141	-11	-7.2%
University of Bedfordshire	306	205	-101	-33.0%	306	284	-22	-7.2%
University of Birmingham	367	375	8	2.2%	367	396	29	7.9%
University of Brighton	653	661	8	1.2%	653	759	106	16.2%
University of Bristol	204	211	7	3.4%	204	215	11	5.4%
University of Cambridge	435	413	-22	-5.1%	435	430	-5	-1.1%
University of Chester	276	263	-13	-4.7%	276	468	192	69.6%
University of Chichester	413	396	-17	-4.1%	413	542	129	31.2%
University of Cumbria	1236	1085	-151	-12.2%	1236	1390	154	12.5%
University of Derby	234	232	-2	-0.9%	234	357	123	52.6%
University of Durham	368	368	0	0.0%	368	394	26	7.1%
University of East Anglia	380	328	-52	-13.7%	380	364	-16	-4.5%
University of East London	497	460	-37	-7.4%	497	566	69	13.9%
University of Exeter	534	519	-15	-2.8%	534	548	14	2.6%

HEIs in alphabetical order	HEI-based ITT 2012- 13	HEI-based ITT 2013- 14	HEI-based ITT 2012- 13 to 2013-14 change N	HEI-based ITT 2012- 13 to 2013-14 change %	Total places 2012-13	Total places 2013-14	Total places 2012-13 to 2013- 14 change N	Total places 2012-13 to 2013- 14 change %
University of Gloucestershire	386	326	-60	-15.5%	386	434	48	12.4%
University of Greenwich	442	426	-16	-3.6%	442	488	46	10.4%
University of Hertfordshire	389	352	-37	-9.5%	389	482	93	23.9%
University of Huddersfield	109	98	-11	-10.1%	109	111	2	1.8%
University of Hull	388	393	5	1.3%	388	440	52	13.4%
University of Leeds	274	171	-103	-37.6%	274	228	-46	-16.8%
University of Leicester	287	217	-70	-24.4%	287	258	-29	-10.1%
University of Manchester	367	378	11	3.0%	367	452	85	23.2%
University of Newcastle	199	122	-77	-38.7%	199	179	-20	-10.1%
University of Northampton	268	283	15	5.6%	268	394	126	47.0%
University of Nottingham	252	257	5	2.0%	252	414	162	64.3%
University of Oxford	199	183	-16	-8.0%	199	209	10	5.0%
University of Plymouth	383	341	-42	-11.0%	383	396	13	3.4%
University of Portsmouth	109	124	15	13.8%	109	124	15	13.8%
University of Reading	294	239	-55	-18.7%	294	449	155	52.7%
University of Sheffield	108	31	-77	-71.3%	108	41	-67	-62.0%
University of Southampton	289	203	-86	-29.8%	289	357	68	23.5%
University of Sunderland	319	303	-16	-5.0%	319	332	13	4.1%
University of Sussex	150	96	-54	-36.0%	150	200	50	33.3%
University of the West of England	442	459	17	3.8%	442	485	43	9.7%
University of Warwick	336	211	-125	-37.2%	336	417	81	24.1%
University of Winchester	383	375	-8	-2.1%	383	375	-8	-2.1%
University of Wolverhampton	372	364	-8	-2.2%	372	473	101	27.2%
University of Worcester	537	589	52	9.7%	537	638	101	18.8%
University of York	124	123	-1	-0.8%	124	157	33	26.6%
York St John University	371	392	21	5.7%	371	444	73	19.7%
Totals	28227	26190	-2037	-7.2%	28227	32641	4414	15.6%

UCU has examined the change in core allocations from 2012/13 (where all places were 'core') to 2013/14 (where allocations were split into core and School Direct) in English, Maths and Modern Languages for an illustration of how subjects are being affected. This analysis will continue in future years to examine patterns in subjects and regions and determine where the risks in provision lie. For the first year of the programme it is striking how many core places have been lost in English. All three subjects show the marked drop in core allocations. Although these places may have been boosted, and indeed exceeded, by School Direct allocations, these numbers are not guaranteed year on year and therefore show the difficulty departments have in planning for the longer term. With instances of such small core numbers being allocated even in major subjects, it shows how the viability of running these courses and, in turn, entire education departments are at risk.

TABLE 2: Postgraduate core ITT places in English higher education institutions by region* 2012-13 and 2013-14: English, Maths and Modern Languages

Postgraduate ITT places	English 2012-13	English 2013-14	Maths 2012-13	Maths 2013-14	Modern languages 2012-13	Modern languages 2013-14
Bishop Grosseteste University College Lincoln	6		14	6		
Nottingham Trent University	9		36	16		
Oxford Brookes University	10		19	9	18	5
University of Leicester	24		24	9	17	7
University of Nottingham	36	40	49	49	40	40
University of Oxford	22	25	29	30	28	28
East Midlands	107	65	171	119	103	80
Anglia Ruskin University	6		10	6	9	3
University of Bedfordshire	7		16	9	6	2
University of Cambridge	20	20	20	20	20	19
University of East Anglia	22	22	24	23	17	14
University of Hertfordshire	13		14	8	11	3
Eastern	68	42	84	66	63	41
Brunel University	19		33	15		
Goldsmiths University	22		21	12	38	15
Institute of Education	114	120	53	53	66	66
King's College London	14	18	29	30	30	30
Kingston University			16	9	23	7
London Metropolitan University	16		22	12	19	7
London South Bank University			15	7		
Middlesex University	10		20	10	11	3
Roehampton University	21	25	23	23	17	17
St Mary's University College, Twickenham			47	47	23	23
University of East London	12		30	16	20	6

Postgraduate ITT places	English 2012-13	English 2013-14	Maths 2012-13	Maths 2013-14	Modern languages 2012-13	Modern languages 2013-14
University of Greenwich			19	14		4
Greater London	228	163	328	248	247	178
University of Durham	32	36	20	20	17	18
University of Newcastle	13		23	14	22	6
University of Sunderland	7	11	29	29		
North East	52	47	72	63	39	24
Edge Hill University	39	43	82	82	40	40
Liverpool Hope University	21	25	43	33	23	23
Liverpool John Moores University			30	14	35	10
Manchester Metropolitan University	51	57	79	79	41	41
University of Chester			26	15	15	5
University of Cumbria	26		36	12	50	18
University of Manchester	25	30	46	50	38	38
North West	162	155	342	285	242	175
Canterbury Christ Church University	40	44	39	35	31	31
University of Brighton	16	20	44	34	14	14
University of Chichester	10	14	19	19		10
University of Portsmouth	15	23	18	15	26	29
University of Reading	12		18	9	19	6
University of Southampton	13		39	18	21	6
University of Sussex	10		24	13	20	6
South East	116	101	201	143	131	102
Bath Spa University	18	22	29	29	20	20
University College Plymouth St Mark & St John	8		23	6	19	8
University of Bath	22	22	18	15	15	11
University of Bristol	26	31	27	32	34	34
University of Exeter	34	37	31	35	27	25
University of Gloucestershire	12		10	5		3
University of Plymouth	7		16	7		
University of the West of England	21	25	31	30	20	19
South West	148	137	185	159	135	120
Birmingham City University			25	30		
Keele University	19		26	12	18	5
Newman University College	16		16	9	13	4
Staffordshire University			10	10		
University of Birmingham	24	30	42	42	32	32
University of Warwick	25		28	13	23	7
University of Wolverhampton	8	16	36	36	18	15
University of Worcester	21	25	25	25	24	24

Postgraduate ITT places	English 2012-13	English 2013-14	Maths 2012-13	Maths 2013-14	Modern languages 2012-13	Modern languages 2013-14
West Midlands	113	71	208	177	128	87
Bradford College			12	9		
Leeds Trinity University College	12		33	15	25	7
Sheffield Hallam University	15		34	23	21	6
University of Huddersfield			14	5		
University of Hull	7	10	30	30	17	17
University of Leeds	35		33	17	27	8
University of Sheffield	16		19	10	27	9
University of York	16	21	31	31	25	23
Yorks & Humber	101	31	206	140	142	70
Total England (excl Open Univ)	1095	812	1797	1400	1230	877
The Open University			51	51	29	29

* Based on UCAS regional classification, except that here Oxford HEIs included in East Midlands, not South East; not applicable for the Open University

\$ 2012-13 places include full-time and part-time