
Downloaded from: http://insight.cumbria.ac.uk/id/eprint/3942/

Usage of any items from the University of Cumbria’s institutional repository ‘Insight’ must conform to the following fair usage guidelines.

Any item and its associated metadata held in the University of Cumbria’s institutional repository Insight (unless stated otherwise on the metadata record) may be copied, displayed or performed, and stored in line with the JISC fair dealing guidelines (available here) for educational and not-for-profit activities provided that

• the authors, title and full bibliographic details of the item are cited clearly when any part of the work is referred to verbally or in the written form
  • a hyperlink/URL to the original Insight record of that item is included in any citations of the work
  • the content is not changed in any way
  • all files required for usage of the item are kept together with the main item file.

You may not

• sell any part of an item
• refer to any part of an item without citation
• amend any item or contextualise it in a way that will impugn the creator’s reputation
• remove or alter the copyright statement on an item.

The full policy can be found here. Alternatively contact the University of Cumbria Repository Editor by emailing insight@cumbria.ac.uk.
Schools taking the lead in the preparation of future teachers

Kären Mills
Background to the research

My current role

The context of the research

Methodological approach
Data collection

12 (primary) Head Teachers (HTs) across two School Direct Alliances (SDA)

First interview Nov/Dec 2014

Second interview June/July 2015
Initial findings indicated five primary reasons for schools taking the lead in ITE:

1. Disillusionment with partnership organisation in higher education institutions (HEIs)

2. Changes in CPD funding

3. HTs own experiences of ITE

4. Fundamental belief in ‘chalk face’ experience for preparation of future teachers

5. Recruitment of NQTs
1. Disillusionment with partnership organisation

More ‘focussed’ consultation between universities and schools in three key areas:
- curriculum for ITE
- Recruitment to the profession
- Organisation and expectations of placement

2. Changes in CPD funding

- Limited CPD and ‘upskilling’ of teachers
- Greater understanding of the role of universities and schools in the preparation of future teachers
3. HTs own experiences of ITE
   • More time in school
   • Practice based course tutors

4. A fundamental belief in ‘chalk face ’experience for preparation of future teachers
   • Practitioner knowledge in key areas of Maths/English, planning and assessing
   • Opportunities for ‘bespoke’ experience

5. Recruitment of NQTs
   • Consideration of S8 and a speedy induction process
(tentative) Conclusions

• Renewed ‘respect’ and awareness of the complexity of roles between ITE and schools in the preparation of future teachers

• A need for HEIs to review their understanding of partnership and consult with schools in key areas

• A need for HEIs and schools to consider how to make this operational given current demands on HEIs/schools and the current political background for the preparation of future teachers