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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