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Abbreviations

AST – Advanced Skills Teacher

BA/BSc – Bachelor of Arts/Bachelor of Science

BaT – Becoming a Teacher

BEd – Bachelor of Education

BME – Black and Minority Ethnic

CEDP – Career Entry Development Profile

CPD – Continuing Professional Development

DRB – Designated Recommending Body

D&T – Design & Technology

EAL – English as an Additional Language

GRTP – Graduate and Registered Teacher Programme

GTP – Graduate Teacher Programme

HEI – Higher Education Institution

ICT – Information Communications Technology

IT – Information Technology

ITT – Initial Teacher Training

KS – Key Stage

LA – Local Authority

LEA – Local Education Authority

MFL – Modern Foreign Languages

NQT – Newly Qualified Teacher

PE – Physical Education

PGCE – Postgraduate Certificate of Education

QTS – Qualified Teacher Status

RE – Religious Education

RTP – Registered Teacher Programme

SCITT – School-Centred Initial Teacher Training

SEN – Special Educational Needs

TA – Teaching Assistant

TDA – Training and Development Agency for Schools

TTA – Teacher Training Agency

EXECUTIVE SUMMARY

Introduction

This report presents findings from the second year of the 'Becoming a Teacher' (BaT) research project, a six-year (2003-2009) longitudinal study of teachers' experiences of initial teacher training (ITT) and early professional development in England.[1] One of the key objectives of the research is to examine the extent to which the experiences of people entering the teaching profession via different ITT routes may vary, and the extent to which such experiences might also be shaped by other factors, including teachers' prior conceptions and expectations of teaching and teacher training.[2]

The findings presented in this report deal with:

(1) student teachers' experiences of, and feelings about, the overall content of their ITT programmes (Chapter 3);[3]

(2) trainees' accounts of their school-based experiences during their ITT (Chapter 4);

(3) their accounts of the HEI-based elements of their initial teacher preparation (Chapter 5);

(4) trainees' perceptions of what we refer to as the 'outcomes' of their ITT programmes (Chapter 6);

(5) student teachers' experiences of obtaining a teaching post, factors affecting their choice of school / teaching post and their expectations for their professional teaching careers upon completion of their training (Chapter 7);

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[1] Throughout this report, we refer to programmes for the pre-service preparation of teachers as *initial teacher training (ITT)* programmes. The term initial teacher *training* is contentious. Some writers and some providers of pre-service training prefer to use 'initial teacher *education*' (ITE) since the term training is sometimes associated with an emphasis on practical teaching capability at the expense of 'understanding and intelligent awareness' (Tomlinson, 1995). Our own view is that the 'training' of complex skills such as teaching should not exclude a focus on developing learner-teachers' understanding and intelligent awareness, in turn requiring the development of skills of noticing and learning from their own and others' experience (reflection). Thus, training, education and development are key complementary elements in initial teacher preparation (ITP).

[2] The initial teacher training (ITT) routes studied in this project are: the university-administered Post-Graduate Certificate in Education (PGCE); the Flexible PGCE; the Bachelor of Education (BEd); the Bachelor of Arts / Science with Qualified Teacher Status (BA/BSc QTS); School-Centred Initial Teacher Training (SCITT) programmes; and Graduate and Registered Teacher Programmes (GRTP). Further details about the different training routes are provided in Appendix A.

[3] We use the terms 'student teacher', 'trainee' and 'trainee teacher' interchangeably, to refer to those following different kinds of ITT programme. The term 'student' is sometimes used to refer to those following BEd and / or BA/BSc QTS courses.

(6) the characteristics and experiences of trainees who withdrew from, or deferred completion of, their training programme, and the reasons for the non-take up of a teaching post among those who did complete their ITT (Chapter 8); and

(7) the perceptions of ITT programme personnel regarding different aspects of initial teacher training (Chapter 9).

We also identify:

(a) the extent to which student teachers' experiences vary according to the ITT route they were following and according to a number of other variables including their age, their gender and whether they were training to teach in primary or secondary schools (Chapters 3-10); and

(b) a number of general themes which cut across many or all of the issues outlined above and which appear to be central to the experience of becoming a teacher, regardless (for example) of ITT route followed (Chapter 10).

Research Design

The data reported in this report were generated primarily from:

(i)   a large-scale national telephone survey of student teachers completing their ITT in England in 2004;

(ii)   in-depth face-to-face interviews with a sub-section of survey participants; and

(iii)   in-depth face-to-face interviews with ITT programme personnel from programmes followed by this sub-section of trainees.[4]

Collectively, the survey and case study work outlined above are referred to as 'Wave 2' of the BaT study. The initial phase of the study, which explored student teachers' motivations for undertaking ITT, their preconceptions and expectations of teaching and ITT, and their early experiences in schools, is referred to as 'Wave 1'.[5]

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[4]All these 'Wave 2' data were generated in 2004. In a small number of cases, in-depth interviews with trainees and programme personnel were conducted by telephone due to difficulties of access.
[5]Findings from 'Wave 1' are reported in Hobson and Malderez (Eds) (2005).

At 'Wave 1', self completion questionnaires and in-depth interviews were administered to student teachers who were beginning one-year ITT programmes, or beginning the final year of two, three or four year programmes, in the 2003-2004 academic year. The sampling strategy underlying the questionnaire survey was informed by two main concerns. Firstly, we sought to generate a representative sample of student teachers (in England) for each of the ITT routes being studied. Secondly, it was hoped to ensure that a sufficient number of trainees were recruited from among the routes with the fewest training places, in order to enable viable statistical analysis by route up to the end of the project in 2009 (allowing for attrition over a five year period).

ITT providers were stratified by route and a random sample within each route was selected. A small number of providers were then purposively selected to boost the numbers of trainees from the smaller ITT routes. A total of 110 providers were approached to participate in the survey, of which 74 took part.

The 'Wave 1' questionnaire was completed by 4,790 student teachers, 3,162 of whom were re-interviewed by telephone for the 'Wave 2' survey. The 'Wave 2' breakdown by respondents' ITT route is as follows:

- 1,064 university-administered Postgraduate Certificate in Education (PGCE);
- 839 Bachelor of Arts (BA) / Science (BSc) with Qualified Teacher Status (QTS);
- 502 Graduate and Registered Teacher Programme (GRTP) (including SCITT-based GRTP);
- 283 Bachelor of Education (BEd);
- 347 School-Centred Initial Teacher Training (SCITT) consortia (excluding GRTP); and
- 127 Flexible-based PGCE.

As a result of the sampling strategy described above, notably the over-sampling (relative to the proportions in the country at large) of trainees from some of the smaller ITT routes, it follows that our sample may not be representative of the

national body of student teachers in England who qualified in the academic year 2003/2004. To take account of this, where aggregate data are presented in the findings chapters of this report, these data are also weighted for the variable 'ITT route'.

In 'Wave 1' of the study, 85 case study participants across all ITT routes being studied were recruited from those trainees:

(i)   who were following programmes with those ITT providers who had indicated that they were prepared to participate both in the survey and case study strands of the study; and

(ii)   who indicated, in their questionnaire responses, that they would be willing to take part in face-to-face interviews.

Case study participants were drawn from 19 ITT providers in total.

Of the 85 case study trainees interviewed in 'Wave 1', 79 were re-interviewed at the end of their ITT programmes. A breakdown of the case study sample by ITT route and phase (i.e. whether trainees were seeking to teach in primary or secondary schools) is provided below:

Route	No. of primary phase trainees	No. of secondary phase trainees	Total no. of trainees per route
PGCE	7	8	15
Flexible PGCE	7	7	14
BEd	7	2	9
BA/BSc QTS	6	6*	12
SCITT	5	8	13
GTP	4	8	12
RTP	2	2	4
Total by phase	38	41*	79

*This figure includes two trainees following a Key Stage 2/3 ITT programme.

As indicated above, interviews were also conducted with programme personnel associated with the ITT programmes followed by case study trainees. Forty-six interviews were conducted in total: 18 with programme leaders, 13 with subject- and / or age-specialist tutors, and 15 with school-based mentors.

Summary of Findings

Whether student teachers would choose the same ITT route and institution if they could have their time again

Findings relating to survey respondents' overall satisfaction with their chosen ITT programme suggest that the majority of respondents (84%) would follow the same ITT route again and over three-quarters (76% actual, 75% weighted)[6] of respondents indicated that they would follow the same ITT route with the same ITT provider. A higher proportion of those following SCITT programmes, at both the primary and secondary phase, reported that they would follow the same route with the same provider again compared with those following other ITT routes.[7]

Aspects of ITT that student teachers most valued in preparing them to become teachers

The majority of case study trainees (48 out of 79) stated (without specific prompting by the interviewer) that their school-based experiences were the most valuable aspect of their ITT. In contrast, only three case study trainees identified their HEI-based training as the most valuable.

Aspects of ITT that student teachers would have liked more of

The main areas of ITT in which case study trainees reported that they would have liked additional training related to '*curricula knowledge and structure*' (28) and '*specific elements of classroom practice*' (24 out of 79).

The support student teachers received during their ITT

Survey findings suggest that the majority of trainees felt positively about the support they received during their training, rating it as either 'very good' or 'good' (79% actual, 78% weighted). Overall, student teachers training to teach in primary schools gave lower ratings than those training to teach in secondary schools, with 31 per cent of primary phase trainees rating the support they received as 'very good', compared with 43 per cent of secondary phase trainees.

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[6]Weighted figures are provided where these differ from the actual percentages.
[7]Unless otherwise stated all differences in the survey responses by ITT route (or by respondents' age, gender, the phase in which they were training to teach and their prior conceptions of ITT) reported in this Executive Summary are statistically significant (Chi-square: $p \leq 0.05$).

Student teachers' views on the balance and clarity of links between the 'theoretical' and 'practical' aspects of their ITT

Two-thirds of survey respondents (66%) indicated that they felt that the balance between the theoretical and practical elements of their ITT was 'about right'. A higher proportion of SCITT trainees (82%) than those following other routes, at both educational phases, stated that the balance of elements in their training was 'about right'. With the exception of those following GRTP programmes, those student teachers who felt that there was an imbalance between the theoretical and the practical aspects of ITT were more likely to indicate that their programmes were too heavily weighted towards 'theory' as opposed to 'practice'.

The majority (85% actual, 84% weighted) of respondents also indicated that the links between the theoretical and practical aspects of the ITT programmes they followed were ('always' or 'usually') clear. Older trainees were more likely to report that the links between theory and practice were 'often not clear', with over one in five (21%) of those aged '45 or more' stating this, compared with slightly over one in ten (11%) of those aged 'under 25'.

Aspects of school-based experiences student teachers reported feeling positive and less than positive about

Where student teachers felt positively about their school-based experiences, they referred to placements in which they felt that they: could talk with their mentor or another colleague who was concerned with their well-being and progress (37 out of 79 case study trainees); were able to engage in professional dialogues which helped them to think about their practice as teachers (32); and / or felt part of the teaching community and had positive relationships with other teachers (31).

Where case study trainees reported experiencing difficulties during school-based placements, they identified a number of key issues, including the impact of the school ethos and relationships in school (25), and their relationships with their mentors in particular (20 out of 79).

Student teachers' ratings of their relationships with school-based staff

Survey data on student teachers' ratings of their relationships with school-based mentors show that half of all respondents (50% actual, 51% weighted) rated such relationships as 'very good'; whilst four per cent of respondents rated these relationships as either 'poor' or 'very poor'. Survey data on student teachers' ratings of their relationships with other school-based staff show that 43 per cent of (actual) respondents (41% weighted) stated that their relationships with other teaching staff were 'very good', and 42% (39% weighted) rated their relationships with non-teaching staff as 'very good'.

Among those training to teach in both primary and secondary schools a higher proportion of GRTP trainees than those following other ITT routes rated their relationships with teaching staff and non-teaching staff in schools as 'very good'.

Student teachers' ratings of the assessment of, and feedback on, their teaching

Over 80 per cent of respondents in the telephone survey rated both the assessment of, and feedback on, their teaching as either 'good' or 'very good', with only four per cent rating these as 'poor' or 'very poor'. Amongst those training to teach in primary schools, those following GRTP programmes were more likely than those following other routes to rate the feedback on their teaching as 'very good'. At the secondary phase, trainees following SCITT programmes were most likely to rate the feedback on their teaching as 'very good'. Men training to teach in primary schools were more likely than women to give lower ratings of the assessment of their teaching, whilst this was not the case for secondary phase respondents.

Areas of their HEI-based studies student teachers indicated were particularly beneficial and those they would have liked more of

Case study trainees indicated that particularly beneficial aspects of their HEI-based studies during their ITT included development activities relating to: subject specialist / Key Stage specific knowledge (23 out of 65); educational policy and legal obligations (9); classroom management (7); and differentiation (6).

Case study trainees indicated that they felt they could have benefited from further HEI-based preparation in curriculum related knowledge, including subject knowledge (20 out of 65), classroom management (11) and special educational needs (SEN) (8).

Student teachers' ratings of their relationships with HEI-based staff
Findings from survey data show that 29 per cent (30% weighted) of trainees indicated that relationships with HEI-based staff were 'very good' and 52 per cent (51% weighted) rated such relationships as 'good'. Trainees' prior conceptions constituted the most important factor affecting trainees' ratings of their relationships with HEI-based staff. Eighty-five per cent of those who indicated (in the 'Wave 1' survey) that having university / college tutors observe and give feedback on lessons was 'fairly' or 'very' important reported, at the end of their ITT, that their relationships with HEI staff had been 'good' or 'very good', compared with 56 per cent of those who had indicated that they thought having university / college tutors observe their lessons and provide feedback was 'very' or 'fairly' unimportant.

Student teachers' ratings of their relationships with their peers
Findings from survey data show that 92 per cent (91% weighted) of survey respondents rated their relationships with other student teachers as 'very good' or 'good', with trainees following BEd, BA/BSc QTS and SCITT programmes rating such relationships more highly than trainees following other routes. At both educational phases, GRTP trainees were less likely than those following other routes to rate their relationships with peers as 'very good'.

Links between the school- and HEI-based course elements
Of the 65 case study trainees who had experienced HEI-based elements in their programmes, 23 spoke explicitly about the importance of being able to put their HEI-based learning 'into practice', and ten about the importance of being able to see in their placement schools empirical support for particular theories about teaching and learning.

Over half of these case study participants (33 out of 65) felt that some aspects of their HEI-based preparation were not relevant to 'being a teacher', whilst nearly a third (20 out of 65) reported inconsistencies between the expectations of HEI-based staff and

school-based staff and / or a lack of clear, HEI-guided, learning objectives for school-based experiences.

Nearly a third of these case study trainees (20 out of 65) reported feeling that there had been a general lack of communication between their HEIs and the schools in which they were placed for their school-based experience.

Teaching methods used by HEI-based staff
Thirty-one case study trainees (of the 65) suggested that the teaching methods used during HEI-based sessions were not always appropriate to learning about teaching and / or education more generally. In particular, student teachers were critical of instances where there had been little variety in the teaching methods used (9), and where students were expected to be knowledge-receivers rather than participate as active learners (6).

Confidence in training route at the end of ITT
Ninety-seven per cent of survey respondents reported feeling 'very' or 'fairly' confident that their ITT programme had prepared them to be an effective teacher. A higher proportion of GRTP trainees, and a lower proportion of PGCE trainees, than those following other routes, reported feeling 'very confident' that their ITT route had prepared them to be an effective teacher.

Student teachers' changed views of the teaching profession
Over a quarter of case study trainees (24 of the 79) indicated that they had changed their views regarding the teaching profession during their ITT, and in particular, that they had discovered that 'being a teacher' was harder than they had originally thought (18) and that they had developed an increased awareness of the responsibilities involved in being a teacher (15).

Many (65 out of 79) case study trainees related their current views of teaching and learning to the influence of their ITT programmes, referring, for example, to the importance their programmes placed on: pupils' different learning styles and the importance of creative teaching (28); using a variety of teaching methods in their teaching (16); and the importance of differentiation within the classroom (12).

When asked how important, if at all, they considered certain types of knowledge and skills to be for teachers, the highest proportions of survey respondents selected as '*very important*' the '*Ability to bring about pupil learning*' (97%) and the '*Ability to maintain discipline in the classroom*' (96% actual, 95% weighted). In contrast, only 31 per cent of respondents rated having an '*Awareness of research findings about effective teaching methods*' as '*very important*'.

Ninety-three per cent of those training to teach in primary schools rated the '*Ability to maintain discipline in the classroom*' as '*very important*', compared with 86 per cent of those training to teach in secondary schools.

When telephone survey participants' 'Wave 2' ratings of the value to teachers of various skills / knowledge were compared with those given at Wave 1, responses indicated a general trend towards higher ratings. For example, 73 per cent of respondents rated the skill of '*being able to deal with pastoral issues*' as '*very important*' in the second wave of the study, compared with 39 per cent who stated this in 'Wave 1'.

Areas in which student teachers felt particularly well prepared, and least well prepared, at the end of their ITT programmes
Areas in which case study trainees indicated (without specific prompting by the interviewer) that they felt particularly well-prepared included: subject knowledge (22 out of 79); classroom management (21); and lesson planning (18).

Areas identified (unprompted) by case study trainees as those in which they felt least well prepared included subject knowledge (again) (23 out of 79); teaching a specific key stage (14); assessment (including differentiation) (10); and adapting to a different school (10).

Student teachers' perceived strengths as teachers
Over a third of survey participants (36% actual, 38% weighted) regarded '*Knowledge about my teaching subject(s)*' as a teaching strength (echoing the area that case study trainees also felt most (and least) prepared for by their ITT). The same proportion also

stated that the '*Ability to develop productive relationships with pupils*' (36% actual, 37% weighted) was a strength.

Half of all secondary GRTP trainees (50%) reported that their '*Knowledge about their teaching subject(s)*' was a teaching strength, compared with only 28 per cent of those training to teach via secondary Flexible PGCE programmes.

Student teachers' intentions on completion of their ITT
Ninety-seven per cent of survey participants who had completed or were about to complete their ITT, indicated that they intended to take up a teaching post on completion of their programmes.

Factors which influenced student teachers' decisions relating to their first teaching post
Ten (out of 79) case study trainees cited their personal circumstances, including family commitments, as influencing their choice of their first teaching post, and '*convenient geographical location*' was mentioned by the highest number of survey respondents (29% actual, 30% weighted). Twenty-two per cent of survey respondents selected '*school with a good track record*', and 21 per cent indicated that they were attracted by '*staff collegiality/teamwork*' Characteristics of schools which case study trainees reported as being attractive included: the ethos of the school (12), the school staff (10) and the support offered by the school (including opportunities for professional development) (9).

Eighteen case study trainees (of which nine were following the GRTP route) had acquired a teaching post in one of their ITT placement schools and 13 per cent of survey respondents reported being attracted by the fact that a job was based at one of their placement schools.

Amongst those training to teaching in primary schools, over a quarter of those following GRTP programmes (27%) reported being attracted to a post in one of their placement schools, compared with under 14 per cent of trainees following each of the other routes and only four per cent of those following SCITT programmes. Amongst those training to teach in secondary schools, 41 per cent of those training to teach via

Flexible PGCE courses were attracted to a teaching post due to the convenient geographical location of the school compared, for example, with a fifth (20%) of SCITT trainees.

Student teachers' expectations of the first year as a qualified teacher
When case study trainees were asked what they were most looking forward to in their first teaching post, over half (43 out of 79) mentioned '*having their own class*'. Aspects of their first teaching post that the highest numbers of case study trainees indicated they were least looking forward to included: the workload (28 out of 79); adjusting to a new school (23); and potential difficulties of classroom management (15).

Data from the telephone survey indicate that, when asked what support they felt should be provided to them as a newly qualified teacher, 57 per cent (58% weighted) of participants mentioned '*meetings with a mentor*'.

The '*ability to work with pupils with SEN*' and '*knowledge about my teaching subject(s)*' were the areas in which the highest proportions of respondents to the telephone survey (18% actual, 17% weighted, for each item) indicated they felt they would benefit from additional training or professional development in their first year of teaching. Twenty-one per cent of primary PGCE and Flexible PGCE trainees reported the '*ability to maintain discipline in the classroom*' as an area for further training or professional development, compared with only eight per cent of those following primary BA/BSc QTS programmes.

The future career plans of those hoping to take up a teaching post on completion of their ITT
In the telephone survey, 93 per cent of participants who had completed or were about to complete their ITT stated that they intended to be in teaching in five years' time, compared with 82 per cent (83% weighted) of the same cohort who had said this in the 'Wave 1' survey. Responses to this question were differentiated by respondents' age. For example, 96 per cent of those aged '45 or more' stated that they expected to be working in teaching in five years' time, compared with 92 per cent of those in the '25-34' age group.

Numbers and characteristics of student teachers withdrawing from, or deferring completion of, their ITT programmes

Five per cent of 'Wave 2' survey participants (6% weighted) had withdrawn from their ITT and two per cent had deferred completion. Among those training to teach in primary schools via postgraduate programmes, gender was found to be the most important factor affecting whether trainees completed their ITT (or were expecting to complete by December 2004) or had deferred or withdrew from their course. For example, within the primary phase, nine per cent of men reported withdrawing from their ITT compared with four per cent of women.

Of those training to teach in primary schools proportionately more of those following SCITT programmes withdrew from ITT than those following other postgraduate ITT pathways.[8] In contrast, amongst secondary postgraduate trainees, those following Flexible PGCE programmes were more likely than those following other routes to report withdrawing from their ITT. Thirteen per cent of those following secondary Flexible PGCE programmes reported withdrawing from ITT compared, for example, with just three per cent of those following secondary GRTP programmes.[9]

Student teachers' reasons for deferral of, and withdrawal from, completion of ITT

Survey respondents who had withdrawn from their courses gave as principal reasons for their decision the inability to manage the workload (22% actual, 21% weighted); a change of mind regarding teaching as a career (19% actual, 21% weighted); and lack of appropriate support (15%).

Amongst the explanatory factors given by survey respondents who had deferred completion of their ITT were '*family reasons/commitments*' (29% actual, 31% weighted) and '*ill health*' (27% actual, 28% weighted).

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[8]The differences between the responses of those following different postgraduate ITT routes at the primary phase are not statistically significant (Chi-square: p>0.05).
[9]As the Becoming a Teacher project recruited student teachers in their only or final year of ITT, data from those following undergraduate routes are in some respects not directly comparable to those from trainees following postgraduate programmes, since the (former) data do not provide information on trainees who withdrew or deferred prior to their final year. For this reason those following BEd and BA/BSc QTS courses were not included in the analysis for this question.

Case study data reveal that trainees' decisions to withdraw from or defer completion of their ITT tended to be influenced by a complex range of factors rather than by any single reason. Case study data also suggest that, for those trainees who withdrew or deferred, there was a mismatch between their prior expectations and the reality of teaching.

Factors which might have helped withdrawing student teachers to complete their ITT
When survey respondents who had withdrawn from their ITT were asked what factors might have helped them to complete their courses, the factors mentioned by the highest numbers of respondents were: '*support from the ITT provider*' (19%) and '*support from school mentor(s)*' (19%).

People with whom withdrawing student teachers discussed their decision to withdraw
Nine of the 135 survey respondents who withdrew did not discuss their decision to do so with anyone. The course leader (42), and the school mentor (42) were most often identified by the remaining 126, followed by the personal tutor (38), family members (35) and the subject tutor (34).

Whether student teachers who withdrew from ITT anticipate returning to ITT in the future
Of the survey respondents who had withdrawn from their course, 62 per cent did not anticipate returning to ITT in the future. Over half of the survey respondents who had withdrawn from their course and who anticipated returning to ITT, did not anticipate following the same ITT route (24 out of 41). The most frequently cited reason selected by survey participants for choosing a different ITT pathway next time was that they '*want a route which provides more flexibility in the programme to accommodate other commitments*' (9 out of 24).

Student teachers not taking a teaching post directly after completing ITT
Two per cent of survey respondents (62) who completed their ITT indicated that they did not intend to take up a teaching post immediately on completion of their ITT. Explanations given for this decision included: '*family reasons/commitments*' (16) and '*wanting to take a break before getting a teaching post*' (12).

The views of programme personnel regarding the factors shaping existing ITT provision and the overall aims of ITT

Considerations mentioned by programme personnel interviewees (without prompting) as factors shaping their courses included: external prescription (26 out of 46); institutional 'history' (15); the need to ensure that their trainees would be able to 'survive' in schools (15); the goal of producing 'lifelong learners' (14); the concept of 'partnership' (12); and the (limited) resources available to them (7). Following specific prompting by the interviewer, over half of interviewees (25 out of 46) indicated that their programme had an underpinning theoretical framework, many of whom (11) indicated that this was based upon a 'reflective practitioner' model of teaching or teacher education.

Qualities and capabilities mentioned by the highest number of programme personnel as desirable goals for student teachers on their ITT programmes included: a high level of subject knowledge (13 out of 46); a belief in child-focused teaching (11); competence in classroom management (11); enthusiasm / motivation (6); and professionalism (6).

The views of programme personnel regarding ITT course content
Programme personnel discussed the relationship between different aspects of their ITT programmes, including the idea that school-based experiences allow student teachers access to authentic classroom and school settings and are the location where student teachers can connect theory and practice.

Time away from the classroom was perceived to be valuable in that it: provides student teachers with time to reflect on classroom experiences; provides student teachers with additional sources of support; allows time to address any 'gaps' not filled during school-based experiences; and provides student teachers with additional opportunities to share experiences.

A third of programme personnel (15 out of 46) talked about the existence of flexibility within ITT programmes to take account of differences between individual trainees.

Roles and activities of school-based mentors

The 15 mentor interviewees identified five main roles of school-based mentors, namely those of: 'practical advisor', provider of constructive advice, role model, provider of support, and assessor.

The pedagogical strategies that mentors stated they employed varied from one mentor interviewee to the next and included the provision of opportunities for trainees to: shadow the mentor; observe other teachers; listen to the mentor explicating her / his own practice; engage in mentor-supported planning; set targets for development with mentor guidance; team-teach; and be observed teaching with a subsequent short 'debrief' (for assessment and monitoring).

Constraints on ITT identified by programme personnel

Pressures of time and workload were cited by 21 out of 46 programme personnel as constraints on ITT provision. Ten of the programme personnel interviewees indicated that they felt one year programmes were too short.

A third of programme personnel (14 out of 46) discussed difficulties in finding schools willing (and able) to take on student teachers, and some programme leaders and subject tutors highlighted problems of variation in the quality of mentors and high turnover of mentors, resulting in a lack of continuity.

The views of programme personnel regarding retention in ITT

Programme personnel indicated that the main reasons for student withdrawal from ITT related to students' personal circumstances as well as the fact that these student teachers had not realised how difficult teaching and teacher training would be prior to starting their ITT programmes. Programme personnel interviewees also indicated that there was an element of 'luck' involved in relation to student teachers' school-based experiences.

General themes and conclusions

Student teachers' experiences of ITT varied according to a number of factors, including (most notably) the ITT route they were following, their age, and their prior conceptions and expectations of teaching and ITT. For example:

- student teachers following SCITT programmes indicated that they were more satisfied than those following other routes with the balance between the 'theoretical' and 'practical' elements of their ITT programmes, whilst the least satisfied were those following BEd programmes (who were more likely to perceive that there was too great an emphasis on 'theory') and those following GRTP programmes (who were more likely to perceive too great an emphasis on 'practice');

- younger trainees tended to be more positive than older ones about different aspects of ITT course provision, including their relationships with their school-based mentors.

In spite of the existence of such variation in student teachers' experiences, the research has also shown that there are a number of core features of trainees' experiences of ITT, irrespective of their age, their prior conceptions and the ITT route being followed. These core features relate to: (1) the central importance of *relationships* in ITT; (2) student teachers' concern with the '*relevance*' of course provision; (3) trainees' preoccupations with, and concerns about, the notion of *teacher identity*; and (4) the fact that, for many, training to teach is a highly *emotional experience*. For example:

- data suggest that it is important to student teachers that they 'get on' with the people that they interact with in schools, including their mentors, other teachers and pupils;

- trainees' expressed a range of positive emotions, including feelings of satisfaction and enjoyment, relating to their relationships with pupils, to their perceptions of pupil learning, and to support and reassurance from their mentors or host teachers;

- other trainees, and some of the same trainees, also expressed a range of negative emotions in relation, for example, to a perceived lack of support from their mentors, to mentors' and tutors' assessment of their teaching, and / or to

the ways in which some tutors and mentors provided them with 'feedback' on their teaching.

Some potential implications of our findings, for both policy and practice, are discussed in the 'Discussion and implications' sections of each findings chapter (Chapters 3-9), and in the 'General Themes and Conclusions' (Chapter 10).

Next steps

Subsequent stages of the *Becoming a Teacher* research will explore how some of the issues identified above (which are detailed more fully in the following chapters) may relate to and interact with our research participants' subsequent experiences as beginning teachers, and with their subsequent decisions about teaching, including whether or not to remain in the profession.

1 Introduction

The last 10-15 years in England have witnessed a number of government-driven changes to initial teacher training (ITT)[10] and the early professional development of teachers. One important development is that potential entrants to the profession are being offered an increasingly diverse range of training routes and programmes for achieving Qualified Teacher Status. In addition, other initiatives, such as the introduction of the Career Entry Development Profile, have sought to encourage closer integration between initial teacher training and the school-based induction of newly qualified teachers.

Responding to these issues, the Becoming a Teacher (BaT) research project (2003-2009) explores how the experiences of teachers following different routes into the profession compare, and the extent to which there is continuity and coherence between beginning teachers' initial training, their induction programmes and subsequent professional learning opportunities between their first and fifth years in post. The research also seeks to identify reasons some trainees withdraw from ITT, fail to take up teaching posts on completion of training, or leave the profession in the early career stage. In relation to these aims, the research explores, for example, the extent to which beginning teachers' experiences of ITT and early career may relate to their prior conceptions and expectations of teaching and initial / early professional learning, and their initial motives for undertaking ITT.

This report presents data generated via survey and interview work with student teachers[11] at the end of their ITT ('Wave 2' of the study). Findings from the initial phase ('Wave 1') of the study, relating to student teachers' motivations for

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[10]Throughout this report, we refer to programmes for the pre-service preparation of teachers as *initial teacher training (ITT)* programmes. The term initial teacher *training* is contentious. Some writers and some providers of pre-service training prefer to use 'initial teacher *education*' (ITE) since the term training is sometimes associated with an emphasis on practical teaching capability at the expense of 'understanding and intelligent awareness' (Tomlinson, 1995). Our own view is that the 'training' of complex skills such as teaching should not exclude a focus on developing learner-teachers' understanding and intelligent awareness, in turn requiring the development of skills of noticing and learning from their own and others' experience (reflection). Thus, training, education and development are key complementary elements in initial teacher preparation (ITP).

[11]We use the terms 'student teacher', 'trainee' and 'trainee teacher' interchangeably, to refer to those following different kinds of ITT programme. The term 'student' is sometimes used to refer to those following BEd and / or BA/BSc QTS courses.

undertaking ITT, their preconceptions and expectations of teaching and ITT, and their early school-based experiences, were presented in an earlier report (Hobson and Malderez (Eds), 2005).

This report examines:

- Student teachers' experiences of, and feelings about, the overall content of their ITT programmes, including: the balance and links between 'theoretical' and 'practical' elements of these programmes; the QTS standards; and the support received (Chapter 3).

- Student teachers' feelings about their school-based experiences during their ITT, including aspects they felt positive (and less than positive) about, their relationships with school-based staff (including mentors), the assessment of their teaching, and the 'feedback' on their teaching (Chapter 4).

- Student teachers' views about the Higher Education Institution (HEI)-based elements of their initial teacher preparation, including those aspects they felt positively and less positively about, and the relationships they developed with HEI-based staff and with other ITT trainees (Chapter 5).

- Student teachers' perceptions of various 'outcomes' of their ITT, such as their attitudes towards teaching and the teaching profession, and how well prepared they felt to take up a teaching post after completion of their programmes (Chapter 6).

- Student teachers' experiences of obtaining a teaching post, factors affecting their choice of school / teaching post, and their expectations of their teaching careers upon completion of their training (Chapter 7).

- The characteristics and experiences of student teachers who withdrew from, or deferred completion of, their ITT programme, and the reasons for the non-take up of a teaching post among those who did complete their ITT (Chapter 8).

- The perceptions of programme personnel (including programme leaders, subject specialist tutors and school-based mentors) on a range of issues relating to student teachers' accounts of their experiences of ITT, including a discussion of the factors shaping the current design and content of ITT programmes (Chapter 9).

An underlying theme to this report is the extent to which student teachers' reported experiences of ITT varied according to the training route they followed, or according to other factors, such as the educational phase in which they were training to teach, their age, gender, or ethnicity.

Before presenting our findings, we first (in Chapter 2) say a little more about the research design and the research participants involved in the study.

2 Research Design

2.1 Introduction

In this chapter we outline the research design of the Becoming a Teacher (BaT) study and set out how data presented in this report were generated and analysed. We thus outline, in turn:

(1) the research instruments used and our approach to the 'mixed methods' design adopted;

(2) the sampling strategies adopted and sample sizes achieved;

(3) the demographic characteristics of our research participants; and

(4) the methods of data analysis employed.

2.2 Research Instruments – a mixed methods design

The data presented in this report were generated primarily from:

(i) a large-scale telephone survey of student teachers completing their ITT in 2004;

(ii) in-depth face-to-face interviews with 'case study' trainees; and

(iii) in-depth face-to-face interviews with ITT programme personnel from programmes followed by case study trainees.[12]

Through these methods of data generation, the research team sought to explore trainees' experiences of initial teacher preparation and their expectations of the Induction Year and beyond.

Collectively, the survey and case study work outlined above are referred to as 'Wave 2' of the BaT study. 'Wave 2' research instruments were informed by a systematic review of the literature on ITT, and by emergent findings from the initial ('Wave 1') phase of the study, which explored student teachers' motivations for undertaking ITT,

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[12]All these ('Wave 2') survey and case study data were generated in 2004. In a small number of cases in-depth interviews with case study trainees and programme personnel were conducted by telephone due to difficulties of access.

their preconceptions and expectations of teaching and ITT, and their early experiences in schools.[13]

The research design of the Becoming a Teacher project is best described as a longitudinal 'equal status mixed methods design' (Tashakkori and Teddlie, 1998: 43-45), where the 'qualitative' (case study) and 'quantitative' (survey) methods are employed equally to understand the phenomena under investigation. That is, rather than either of the two strands being dominant, the case study and survey work are complementary, with data generated from the former providing detailed insights into the lived experiences of a relatively small sample of student teachers, whereas data generated from the survey strand addresses similar and additional issues amongst a larger, national sample, which allows us to comment with some confidence on, for example, the extent to which the reported experiences of trainees following different ITT routes differ.

2.3 Sampling strategies and sample characteristics

In this section we outline the nature of the 'Wave 2' sample and how this relates to the sampling strategies adopted, and to the achieved (survey and case study) samples, in the initial phase of the project. At 'Wave 1', self completion questionnaires and in-depth interviews were administered to student teachers who were beginning one-year ITT programmes, or beginning the final year of two-, three- or four-year programmes, in the 2003-2004 academic year. Sections 2.3.1 and 2.3.2 describe the initial sampling strategy for the questionnaire and interview samples, respectively, and the resultant samples at 'Wave 2'.

2.3.1 The survey sample

The sampling strategy underlying the initial questionnaire survey was informed by two main concerns. Firstly, we sought to generate a representative sample of student teachers (in England) for each of the ITT routes being studied – namely university-

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[13]Findings from 'Wave 1' are reported in Hobson and Malderez (Eds) (2005).

administered PGCE, Flexible PGCE, BEd, BA/BSc with QTS, SCITT, and GRTP.[14] Secondly, it was hoped to ensure that a sufficient number of trainees were recruited from among the routes with the least training places, in order to enable viable statistical analysis by route up to the end of the project in 2009 (allowing for attrition over a five year period).

On the basis of the above, ITT providers were stratified by route and a random sample of these within each route was selected. A small number of providers were then purposively selected to boost the numbers of trainees from the smaller ITT routes. A total of 110 providers were approached to participate in the survey, of which 74 took part. Where possible the self-completion questionnaire was administered face-to-face by a project fieldworker. In some cases, notably in very small ITT providers, it was necessary for the survey to be administered postally.

The 'Wave 1' questionnaire was completed by 4,790 student teachers. Comparison with national profile data (TTA Performance Profile data for 2003) suggested that (for HEI-administered undergraduate and postgraduate ITT programmes and for employment-based routes) the achieved sample was representative of all trainees by gender and ethnicity.

Seventy-six per cent of respondents to the 'Wave 1' questionnaire agreed to be recontacted for the subsequent wave of the survey and, in the Summer of 2004, 2,958 student teachers were interviewed via telephone. This represents 81 per cent of those who agreed to be recontacted and 62 per cent of those who completed 'Wave 1' questionnaires. The breakdown of respondents by ITT route is provided in Table 2.1.

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[14]It was necessary to group the employment-based GTP and RTP routes together (GRTP) as the small number of RTP trainees nationally meant that a statistically viable sample could not have been generated. For a brief overview of the different ITT routes see Appendix A.

Table 2.1: Achieved samples in the 'Wave 1' and 'Wave 2' (Summer 2004) surveys

ITT route	Wave 1	Wave 2 (Summer 2004)
University-administered Postgraduate Certificate in Education (PGCE)	1,756	1,064
Flexible-based PGCE	187	118
Bachelor of Arts (BA)/Science (BSc) with Qualified Teacher Status (QTS)	1,385	839
Bachelor of Education (BEd)	413	201
Graduate and Registered Teacher Programme (GRTP) including SCITT-based GRTP)	707	501
School-Centred Initial Teacher Training (SCITT) consortia (excluding GRTP)	342	235
Total	4,790	2,958

In order to ensure more robust sub-group sizes on the smaller ITT routes (Flexible PGCE, SCITT, BEd) at the end of the project ('Wave 6'), it was decided, with the support of the sponsors, to undertake a 'top-up' survey of Autumn 2004 Newly Qualified Teachers (NQTs). A sample of 914 NQTs following the selected routes, and whose ITT providers were not involved in the 'Wave 1' research, were identified using the General Teaching Councils Register of Teachers, and a letter was sent to each, inviting them to participate in the survey. Of the 914 NQTs, 212 indicated that they were willing to take part and, of these, 204 telephone interviews were conducted between November 2004 and January 2005.

Table 2.2 shows the achieved 'top-up' sample by ITT route:

Table 2.2: Top-up survey participants by route

ITT route	Achieved interviews
BEd	82
Flexible PGCE	9
School-Centred Initial Teacher Training (SCITT)	112
GTP (including SCITT-based GTP)	1
Total	204

Including the 'top-up' respondents, the total number of 'Wave 2' survey participants is thus 3,162. The breakdown of respondents by ITT route can be found in Table 2.3, together with the percentage of respondents from each route within our sample, and the percentage of trainees following each route within the country at large.[15] Since (as mentioned above) the sampling strategy was designed to over-represent trainees from the smaller ITT routes, it follows that our sample may not be representative of the national body of student teachers in England who qualified in the academic year 2003/2004. To take account of this, where aggregate data are presented in the findings chapters of this report (i.e. where survey responses are given for all respondents), these data are also weighted for the variable 'ITT route' (this is explained further in Section 2.4.2 below).[16]

Table 2.3: 'Wave 2' survey strand respondents' by ITT route

ITT route	Number of respondents in (total) Wave 2 sample	Percentage* of respondents from this ITT route in our achieved sample	Percentage* of student teachers following this route in England~
University-administered Postgraduate Certificate in Education (PGCE)	1,064	34	61
Flexible PGCE	127	4	6
Bachelor of Education (BEd)	283	9	}16♦
Bachelor of Arts (BA)/Science (BSc) with Qualified Teacher Status (QTS)	839	27	
Graduate and Registered Teacher Programme (GRTP) (including SCITT-based GRTP)	502†	16	14‡
School-Centred Initial Teacher Training (SCITT) (excluding GRTP)	347	11	4
Total	3,162	100	100

*Due to rounding totals may not sum to 100.
~Source: TDA.
♦Data on the undergraduate routes (BEd and BA/BSc QTS) are not collected separately by the TDA.
†Includes 13 RTP trainees.
‡Includes 217 RTP trainees nationally.

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[15] The latter figures are based on population figures at the beginning of the 2003/04 academic year, when the first wave of data generation took place.
[16] It should be noted that due to the sampling methodology described above (which focused on ITT route), plus the fact that not all of those providers sampled agreed to take part (and from those which did, not all student teachers within those institutions actually participated), the generalisability of the results should still be considered with caution. Moreover, the generalisability of the results is also affected by attrition rates between successive waves of the study.

2.3.2 The case study sample

Case study trainees

In 'Wave 1' of the study, 85 case study participants across all ITT routes being studied were recruited from those trainees:

(i)   who were following programmes with those ITT providers who had indicated that they were prepared to participate both in the survey and case study strands of the study;

(ii)   who indicated, in their questionnaire responses, that they would be willing to take part in face-to-face interviews; and

(iii)   (in order to minimise attrition over the life time of the project) who also indicated that they were likely to enter the teaching profession on completion of their ITT and to still be teaching in five years' time.[17]

Of the 85 case study trainees interviewed in 'Wave 1',[18] 79 were re-interviewed at the end of their ITT programmes, which for most trainees' was early summer 2004.[19]

The research team sought to recruit trainees from a minimum of two providers for each route / phase combination (i.e. a minimum of two providers for primary PGCE, two providers for secondary PGCE, two providers for primary GRTP, etc.). This was achieved with the exception of trainees following RTP and secondary BEd programmes. Case study participants are drawn from 19 providers in total. Within this, we also sought to recruit a range of male and female trainees from a variety of age groups and subject specialisms.

Table 2.4 provides a breakdown of interviewees for 'Waves 1 and 2' of the case study strand, by route. That there is variation in the number of trainees recruited per route reflects, to some degree, the characteristics of the populations following different

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[17]In order to ensure a minimum number of case study participants for each route, four case study participants were recruited from outside of the survey sample, notably after initial leads from the survey data had been exhausted for the Flexible PGCE route.

[18]Trainees were interviewed as close as possible to the beginning of their final or sole year of ITT, which normally began in September or October 2003.

[19]Of the remaining six, one declined to continue participation in the project and five were unable to be contacted.

routes. Most notably, there are very few secondary phase BEd programmes in England, and similarly, very few RTP providers.

Table 2.4: Case study interviewees, by route, at 'Waves 1 and 2'

Route	Wave 1	Wave 2
PGCE	16	15
Flexible PGCE	14	14
BEd	9	9
BA/BSc QTS	14	12
SCITT	14	13
GTP	14	12
RTP	4	4
Total	85	79

Further details of the characteristics of the ('Wave 2') case study sample are provided in Table 2.5.

Table 2.5: 'Wave 2' case study participants by phase and route

Route	No. of primary phase trainees	No. of secondary phase trainees	Total no. of trainees per route
PGCE	7	8	15
Flexible PGCE	7	7	14
BEd	7	2	9
BA/BSc QTS	6	6*	12
SCITT	5	8	13
GTP	4	8	12
RTP	2	2	4
Total	38	41*	79

*This figure includes two trainees following a Key Stage (KS) 2/3 ITT programme.

Programme Personnel

As mentioned above, interviews were conducted (in 2004) with ITT programme personnel associated with the programmes followed by case study trainees. Three types of programme personnel were interviewed: (1) ITT programme leaders; (2) subject- and age-specialist tutors; and (3) school-based mentors. Forty-six interviews were conducted in total: 18 with programme leaders, 13 with subject- or age-specialist tutors, and 15 with school-based mentors. Table 2.6 provides a breakdown by ITT route. It is important to note that whilst programme personnel were interviewed due to a specific role they fulfilled on case study trainees' ITT programmes, they were often associated with more than one ITT route, were sometimes (in the case of school-based mentors) associated with more than one ITT provider, and they sometimes held more

than one role on a particular ITT programme (e.g. some programme leaders were also subject-specialist tutors).

Table 2.6: Programme personnel interviews, by ITT route

	BEd	BA/BSc QTS	PGCE	Flexible PGCE	SCITT	GRTP	Total
Programme leaders	3	4	3	2	3	3	18
Subject- and/or age-specialist tutors	-	6	1	2	3	1	13
School-based mentors	1	-	3	2	4	5	15
Total	4	10	7	8	10	9	46

2.4 Data Analyses

2.4.1 Analyses of case study data

All student teacher interviews were transcribed and the data were initially subjected to an inductive, grounded analysis (Glaser and Strauss, 1967). This involved four different members of the research team reading a selection of the transcripts and making a note of what, for them / us, was emerging from the data as important aspects of student teachers' experiences. The four researchers then came together to share their / our interpretations and, from an interaction of the emergent findings and the project research questions, develop a coding frame.[20]

The analyses and coding of data generated from face-to-face interviews with case study trainees (and the concurrent analyses of survey data) were undertaken before the analysis of data generated from interviews with ITT programme personnel. A coding frame for the thematic analysis of personnel data was thus developed by drawing upon: (1) emergent findings from the student teacher interviews and survey (in order that the perspectives of programme personnel could be interrogated regarding particular student teacher experiences which had come to light); and (2) the results of a separate, grounded analysis of personnel data.

All transcripts were coded using NVivo software. Data were coded and cleaned by two members of the research team, who undertook an initial 'pilot' coding exercise to seek to achieve inter-coder reliability. Whether interviewees talked about particular

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[20]Data reported in Chapter 8 on student teacher withdrawal from ITT were subjected to additional analyses by two other members of the research team.

issues spontaneously, or as a result of specific prompts from the interviewer, was taken into account during the coding process, since data generated spontaneously, even from small numbers of research participants, can often be more revealing of actual lived experiences than data generated from higher numbers of participants where specific prompting was used. Therefore we sometimes report findings based on the (unprompted) accounts of a relatively small number of interviewees.

2.4.2 Analyses of survey data

In this section we provide an explanation of individual statistical techniques employed in the analyses of the telephone survey data, together with an introduction to the presentation of the results of these analyses in the findings chapters.

Survey data were analysed using *SPSS 11.5* software. For ease of presentation, we refer to responses to survey questions, such as student teachers' ratings of the support they received during ITT, or their perceptions of the balance between the theoretical and practical elements of their programmes, as 'outcome variables'. One of the main aims of the BaT study is to explore the extent to which trainees' experiences (or accounts) may differ according to the ITT route followed, or according to other variables, including:

- student teachers' age group
- their gender
- their ethnicity
- whether trainees were seeking to teach in primary or secondary schools
- their subject specialism (for secondary trainees)
- the particular ITT provider in which they undertook their training.[21]

These (latter) variables are referred to as 'explanatory' or 'predictor' variables. In some of the tables of results provided in the findings chapters, more than one

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[21]In order to allow for effective comparisons to be made between the responses of survey participants in different ITT providers within particular ITT routes, such analyses both controlled for educational phase and were only conducted in institutions with over 50 student teachers. Given the nature of our sample this meant that comparisons by ITT provider were only viable within the primary BA/BSc QTS and secondary PGCE routes. Nevertheless, we acknowledge that the results of any analysis of survey data by the variable ITT provider are not necessarily representative of ITT providers nationally.

explanatory variable is used. For example, summaries of the (percentage) responses to particular questions by students following different ITT routes are presented separately for primary and secondary phase trainees since, as we shall see, the responses of primary phase trainees often differ from those of secondary trainees.

Where tables of the overall responses to a survey question are provided in the text they show the response frequencies, the percentage distribution of the sample responses, and the percentage distribution after data have been weighted for the variable 'ITT route'.[22] Using the figures provided in Table 2.3 above, the weights assigned to each ITT route are as follows: $W_{BEd\&BA}=0.44$, $W_{PGCE}=1.81$, $W_{FlexPGCE}=1.46$, $W_{GRTP}=0.86$, $W_{SCITT}=0.34$. The weighted figures may be taken to be more representative of the national body of student teachers who completed (or were due to complete) their ITT in the academic year 2003/2004.

In the case of ordinal outcome variables, we have supplemented the two-way tables of percentage distributions with a measure of central tendency, to enable direct comparisons between the various sub-groups of respondents. Whilst strictly more appropriate for use with ordinal data, the fact that our data mostly comprise short ordinal scales of three-, four- or five-points renders the *median* insensitive to all but very large swings in attitude. For this reason, the (arithmetic) *mean* rating has been provided for all ordinal scales presented in this report.

In addition to presenting the descriptive statistics outlined above, we also report, in the findings chapters, the results of two main kinds of statistical analysis, namely the chi-square test and (binary and ordinal) logistic regression. These techniques are explained below.

Chi-square

Data have been analysed using the standard test of ***Pearson's chi-square*** to test for significant differences between different sets of responses, using a probability value (p-value) of less than or equal to 0.05 to indicate statistical significance (this denoting

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[22]Valid percentages only are given for both sample responses and weighted data i.e. percentages include all respondents who answered the question, but exclude those respondents who declined to answer or who indicated that the question was 'not applicable' to them.

a 5 per cent chance, or less, of occurring randomly).[23] In relation to the results of the chi-square analyses, three different values are reported in the text: the value of the chi-square statistic, the number of degrees of freedom (denoted by 'df')[24] and the p-value. Taken together, the chi-square and df values determine the level of statistical significance (p-value) and are conventionally reported in all quantitative research.

Most of the outcome variables used in this survey are ordinal variables, i.e. they are measured on three-, four- or five-point rating scales. However, they also comprise 'don't know' and (in some cases) 'can't generalise' response categories which cannot be ordered and are selected by a relatively small number of respondents. Retaining these two response categories in chi-square test calculations results in the violation of a basic chi-square test assumption regarding the number of minimum expected counts (i.e. all expected counts should be greater than one and no more than 20% should be less than 5).[25] For this reason, these two categories have been left out from all chi-square test calculations, throughout this report.

In some cases, due to the highly skewed distributions of the data and the relatively small numbers of trainees selecting low rating categories (such as 'poor' or 'very poor') there is still a problem with the assumption of minimum expected counts (despite excluding the 'don't know' and 'can't generalise' categories). In such cases, rating categories with low number of responses (e.g. 'very poor', 'poor' or 'neither good nor poor') have been collapsed to create larger response groups. The chi-square

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[23]The p-value provides a measure of the probability of the observed differences in the outcome variable between two or more subgroups of trainees to be due to chance only and, therefore, not reflecting true differences in the population of trainees. If the p-value is less than, or equal to, 0.05, the probability of having a result due to chance is 5 out of 100 or smaller. This implies that it is highly unlikely for the observed differences to be due to chance only and they are thus considered to be statistically significant.

[24]The term 'degrees of freedom' is used to describe the number of values in the final calculation of a statistic that are free to vary, without affecting the result. In the Pearson's chi-square test, the number of degrees of freedom relate to the size of the two-way table and is estimated by the formula: (no. of rows - 1) x (no. of columns - 1). Knowledge of the degrees of freedom is required when estimating probability values (p-values). A given chi-square value is associated with different p-values, depending on the degrees of freedom. For example, a chi-square value of 10 is associated with a p-value of less than 0.05 when the degrees of freedom are 4. However, the same value of 10 is associated with a p-value greater than 0.05 when the degrees of freedom are 5.

[25]'Expected counts' is the number of trainees from each sub-group of the explanatory variable (e.g. males and females in the case of 'gender') who would be expected to fall into each of the response categories of the outcome variable if there was no association between the two. The chi-square test assesses whether the differences between the expected and the observed (actual) counts are big enough to reflect an existing association in the research population and not be a result of chance only.

test has, subsequently, been conducted for this new set of responses. Whenever this is the case, it is reported in a footnote.

Logistic regression analysis

Whilst the chi-square test enables us to identify which explanatory variables (e.g. phase, route, gender, age and ethnicity) are statistically associated with trainees' responses on the outcome of interest, it does not allow us to test whether each of these explanatory variables has an independent effect on trainees' responses (or whether the observed effect is due to its association with another variable). For example, we know that educational phase and gender are interrelated. More specifically, a larger proportion of female trainees opt to train to teach in primary than secondary schools. Inversely, a larger proportion of male trainees choose to teach in the secondary phase rather than in the primary phase. Therefore, if female trainees give slightly higher ratings than their male counterparts of, say, the support they received during ITT (and if a similar a pattern is observed in the primary versus the secondary educational phases) how do we know whether this is because the majority of female trainees follow primary phase programmes or due to some other characteristic relating to gender itself?

In order to find out which of the two variables (e.g. gender or phase) is the key determinant / driver of trainees' responses, *regression analyses* have been carried out. Two types of regression have been applied: (a) *binary logistic regression* for outcome variables with two response categories; and (b) *ordinal logistic regression* for outcome variables with more than two response categories that can be rank ordered.

In **ordinal logistic regression**, a basic assumption that must be met for the results to be reliable is known as the 'proportional odds' assumption. This assumption is more likely to be met when the number of response categories is small. As the number of response categories increases, the proportional odds assumption is more likely to be violated and whenever this occurred in the analysis, the response categories of outcome variables (e.g. 'poor' and 'very poor' or 'good' and 'very good') were collapsed in order to reduce their number sufficiently that the proportional odds assumption was no longer violated. In every such case, an alternative technique, namely **multinomial regression** was also carried out to check for any discrepancies

caused by the collapsing of categories and, whenever such discrepancies are observed, this is reported in a footnote. Multinomial regression treats response categories as nominal that cannot be rank ordered and it is free from the proportional odds assumption.[26]

Regression analysis allows us to identify which of the explanatory variables best predict trainees' responses on the outcome variable by entering all of them into a model simultaneously. Hence, if the effect of gender on the outcome variable is chiefly due to differences in men's and women's preferences of educational phase, then educational phase will appear as a statistically significant predictor in the regression model, while gender will be shown as a non-significant factor. Where both gender *and* phase appear to be statistically significant in the regression model, this means that each of these two variables has an independent effect on trainees' responses on the outcome variable. Regression analysis also allows us to explore interactions between the explanatory variables.[27]

In all regression models presented in this report, the effects of ITT route, educational phase, age, gender and ethnicity on the outcome variables of interest have been estimated. In some cases, additional variables based upon trainees' responses to questions in the 'Wave 1' survey have also been entered in the regression models and tested for statistical significance and effect sizes.[28]

In estimating regression models, a backward method of entering the various explanatory variables has been applied. This means that all the explanatory variables (predictors) are simultaneously included in the model at a first step and then, gradually removed if they do not have a statistically significant effect on the outcome variable. The first predictor to be removed is the one with the least impact on how well the model predicts the outcome. The second is the next least influential variable and so on. Only statistically significant predictors are retained in the final model.

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[26]For a detailed explanation of this method see Plewis (1997) and Kinnear and Gray (2004).
[27]An interaction exists when the effect of an explanatory variable on the outcome variable is not the same (stable) across different values of another explanatory variable.
[28]By 'effect size' we mean the extent to which a trainee's response on one variable (outcome variable) can be predicted on the basis of her / his response on another variable (explanatory variable or predictor). The stronger the association between the two variables, the more accurately one can predict the outcome by knowing a trainee's response on the predictor.

A number of interactions between explanatory variables have also been tested for statistical significance. These include: (a) phase & gender, (b) ITT route & phase, and (c) ITT route & gender. If an interaction was found to be statistically significant, the main effects of the two explanatory variables were also retained in the final model, even if they did not exert any statistical influence on the model.

In regression analysis, there are two statistics of interest; the ***exp(ß)***[29] **and** the ***Nagelkerke R^2***. In binary logistic regression, where the outcome variable takes two values (e.g. 0: satisfied and 1: dissatisfied), the **exp(β)** shows how much more or less likely it is for a certain sub-group of trainees (e.g. men) to give an answer of 1 (dissatisfied) compared with another group of trainees that has been defined as the reference group (in this example, women). The reference group is normally coded 0. If, in the above example, the exp(β) equals 1.2, this means that male trainees are 1.2 times more likely than female trainees to give a response of 1 (dissatisfied). Note that if the exp(β) was less than 1, then male trainees would be less likely than female trainees to give a response of 1 on the outcome variable. The exp(β) is also referred to as the 'odds ratio'.

In the case of ordinal logistic regression, where the outcome variable has more than two response categories (e.g. 1: very dissatisfied, through to 5: very satisfied), it is not so straightforward to interpret the exp(β) as it is with binary logistic regression. However, taking the above example of exp(β)=1.2, a general interpretation could be that male respondents are 1.2 times LESS likely than female respondents to give a LOWER rather than a higher rating on the outcome variable. In other words, being a man is associated with higher response categories than being a woman. The exp(β) in ordinal logistic regression is also referred to as the 'cumulative odds ratio'.[30]

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[29]Exp(β) stands for 'exponent of beta'.
[30]Although in ordinal logistic regression we estimate only one coefficient and exp(β) for each explanatory variable (irrespective of the number of response categories of the outcome variable), in multinomial regression, a separate coefficient and exp(β) are estimated for each explanatory variable, for each response category of the outcome variable. Therefore, multinomial regression can lead to a large number of estimated coefficients (which may have large standard errors), especially when there is more than one explanatory variable and / or response category. For this reason, ordinal logistic regression is our preferred method of (regression) analysis.

The *Nagelkerke R²* provides a measure of the extent to which all the predictor (explanatory) variables together explain the outcome variable and can take values from 0 to 1. A value of 0 indicates that all the predictors together do not explain any of the variation in the outcome variable, whereas a value of 1 indicates that they perfectly explain or predict the outcome. For each regression model presented in the findings chapters, detailed results on the $\exp(\beta)$ and *Nagelkerke R²* statistics are give in an appendix.[31]

2.4.3 Integrative analysis

In the final ('General Themes and Discussion') chapter, we report the findings of an additional form of analysis, which we refer to as 'within-project qualitative meta-analysis' or 'integrative analysis'. By this we do *not* refer to the kind of meta-analysis described, for example, by Glass *et al.* (1981) and Fitz-Gibbon (1985), which involves a quantitative approach to analysing the results of a range of independently conducted research studies. Rather, the process involved the first and second authors of the present report examining, at first independently, the findings of the initial forms of analysis described above, and the associated data-cuts, to see whether they could identify any general themes which cut across the results of those analyses and which might thus provide a more holistic understanding of the experiences of student teachers. The two researchers subsequently met to discuss the results of their independent 'meta-analyses', after which they each re-examined the data before meeting once more to confirm and agree on the 'results' of the integrative analysis process.

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[31]For a more detailed discussion of logistic regression techniques see Plewis (1997), Field (2005), Kaplan (2004) or Kinnear and Gray (2004).

3 Student teachers' experiences of ITT: issues relating to ITT programmes as a whole

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Key Findings

- Findings relating to survey respondents' overall satisfaction with their chosen ITT programme suggest that the majority of respondents (84%) would follow the same ITT route and over three-quarters (76% actual, 75% weighted) of respondents indicated that they would follow the same ITT route with the same ITT provider.

- A higher proportion of those following SCITT programmes, at both the primary and secondary phase reported that they would follow the same route with the same provider again compared with those following other ITT routes.

- Survey findings suggest that the majority of trainees felt positively about the support they received during their ITT, rating it as either 'very good' or 'good' (79% actual, 78% weighted).[32]

- Two-thirds (66%) of survey respondents indicated that they felt that the balance between the theoretical and practical elements of their ITT programmes was 'about right'.

- The majority of survey respondents (85% actual, 84% weighted) also indicated that the links between the theoretical and practical aspects of the programmes they followed were ('always' or 'usually') clear.

- With the exception of those following GRTP programmes, those student teachers who felt that there was an imbalance between the theoretical and the practical aspects of ITT were more likely to indicate that their programmes were too heavily weighted towards 'theory' as opposed to 'practice'.

- The majority of case study participants (48 out of 79) stated that their school-based experiences were the most valuable aspect of their ITT.

- The main areas of ITT in which case study trainees reported that they would have liked additional training were curricular knowledge and structure (28 out of 79), and specific elements of classroom practice (24).

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[32]See Chapter 2 p.13. Weighted figures are provided where these differ from the actual percentages.

3.1 Introduction

At the end of their initial teacher training, student teachers were asked, via the case study interviews and telephone survey, to reflect in different ways on their experiences of ITT and on the content of their programmes. Some of the resultant data relate to specifically school-based elements of initial teacher preparation, some (for those trainees who experienced it) relate to HEI-based elements, whilst other data relate to student teachers' experiences of ITT programmes as a whole or to issues which cut across or involve both school- and HEI-based elements of course provision. In this chapter we focus on the latter, more general or holistic issues before, in Chapters 4 and 5, we go on to discuss in more detail various issues relating specifically to trainees' school-based and HEI-based experiences respectively.

In this chapter we first draw on case study data to examine:

(1) which aspects of their training student teachers felt were most valuable in preparing them to become teachers;

(2) student teachers' feelings about their programme content, in particular whether there were areas in which they would have liked more, or less, preparation;

(3) student teachers' perceptions of the (QTS) Standards;

(4) their accounts of the opportunities during ITT to reflect upon practice; and

(5) the extent to which trainees felt that they were provided with sufficient information about applying for their first teaching posts, and about their entitlements and responsibilities as newly qualified teachers (NQTs).

We then present the results of our analyses of the telephone survey data to examine a number of related aspects of trainees' experiences of ITT, including:

(1) the support student teachers felt they received during their training programmes;

(2) student teachers' views on the balance and clarity of links between the 'theoretical' and 'practical' aspects of their ITT; and

(3) whether, with hindsight, trainees would choose the same ITT route and provider if they could have their time again.

3.2 Aspects of ITT programmes which student teachers consider most valuable

During case study interviews, student teachers were asked which aspect of their training they considered most valuable in preparing them to become a teacher. Trainees' immediate responses (given without any prompting by interviewers) show that **school-based placements were, in the majority of cases, valued above all other training experiences** (48 out of 79).[33]

Those who identified school-based experiences as the most valuable part of their training stated, almost unanimously, that this was because school-based placements allowed them to actually 'do the job' or 'be a teacher':

> I would say the actual time spent in schools [is most valuable] because it was actually putting me in the position I wanted to be in, that of teacher, not a support person in the class. *(Female, 45-plus, RTP, primary)*

> It really is the practice, getting up there and doing it… until you get up there and do it regularly every single day, you know, do it every single day for ten weeks, that is it, it really is that that does it. *(Male, 35-39, BA QTS, secondary, Design &Technology (D&T))*

Examining this further, interviewees indicated that their school-based experiences provided them with their most valuable experiences during their ITT because whilst in schools:

- they were allowed access to authentic classroom and school settings;
- they were provided with opportunities to learn from other practising teachers; and
- they were helped to learn how to respond to a wide variety of situations occurring daily.

Illustrating these points, case study participants explained:

> The school experience was definitely most useful I think because you're there, you're actually doing it, you're seeing it in real life rather than hypothetical situations. The lectures at university have been fine to improve our subject knowledge and things like that but… it's not actually terribly helpful unless

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[33]Some of the major findings are highlighted by the use of **bold** throughout this text, as an aid to the reader.

we can actually go and do it with a particular child or a particular class, so I definitely think the school experience is at least ten times better. *(Female, 20-24, PGCE, primary)*

The teaching practices [were] definitely [most valuable] because that's where you watch and observe more experienced people and you see what you like and what you don't like. You see good practice, bad practice, mediocre practice and you learn so much from those experiences. If anything I think you should have to do more practical experience. *(Female, 30-34, Flexible PGCE, primary)*

The teaching practice has got to be one of the most essential parts of it, because you, prospective teachers learn so much more off, students going in learn so much more, going in getting their hands dirty and dealing with the day to day issues. (*Female, 35-39, BEd, primary*)

As seen above many of those who felt that their school-based experiences were the most valuable aspects of ITT explained and / or illustrated this by contrasting those experiences with HEI-based elements of their ITT. Interestingly, only three case study participants identified their HEI-based training as the most valuable aspect of their ITT programme. In doing so they reported instances where their HEIs had helped them to develop knowledge and skills which they felt had a clear application to being a teacher. For example, one trainee talked about the benefits of learning how to plan lessons as part of his HEI-based training:

Probably the lesson plans [have been most valuable]… it has made it easier to frame lessons, to put lessons into a framework, each individual lesson, and then in context there is a monthly plan, like lessons leading onto one another… not just on the objectives of each lesson but on the objectives of all your lessons linked together so that they weren't all, like, sporadic. *(Male, 20-24, BA QTS, secondary, English)*

A further 11 trainees said that no one aspect of their training had been most valuable, and chose to talk instead about the value of their training as a whole:

I don't think you can really pick out any bits [as most valuable]… I think it was all good. There was never anything that I came out thinking 'oh, I don't know why we did that'. *(Female, 20-24, BEd, primary)*

I think it has been a good combination of lectures and of teaching practice. *(Female, 20-24, PGCE, primary)*

I think the most useful is actually doing the teaching practices and the [university] instruction in the lesson preparation and classroom behaviour and

behaviour management. *(Female, 45-plus, Flexible PGCE, secondary, English)*

3.3   Aspects of ITT that student teachers would have liked to have had more or less of

Case study trainees were also asked if there were particular aspects of ITT they would have liked to have received more, or less, of on their training programme. **About a quarter of student teachers (20) indicated that, at this very early stage in their teaching careers, they were uncertain about what more could have been done to prepare them to teach**. Of these trainees, some felt that within the time available, it would simply not have been possible to cover additional issues or topics, nor to study existing issues / topics in greater depth:

> I think within the timescale they wouldn't have been able to fit anything else in. And there are things that I think I would have liked to have had that experience and I haven't, but it was literally because I didn't have the opportunity in school I think. There's only so much they can do and the rest of it needs to come from practice, but obviously with the schools, if they're not teaching music that term then you can't teach any music and that's life I think. *(Female, 20-24, PGCE, primary)*

Just as the case study participant cited directly above discussed the dependence on the school(s) in which a trainee is placed during their ITT, another clearly expressed the view that the specific skills and knowledge trainees might need to develop would be highly dependent on the schools where they held their first teaching posts – a factor which ITT programmes could not be expected to address comprehensively:

> I can't think [my programme] could have done any more. Unless they really know the school [you will be working in] and know their individual policies and can help you towards preparing yourself for that school environment, I don't think they can actually help you any more than actually give you some theory and do some practical things for you. *(Female, 25-29, GTP, secondary, business studies)*

Of those student teachers who indicated that there were things that they would have liked to have had either more or less of during their ITT, **63 trainees identified areas in which they would have welcomed further training, while 26 trainees identified**

aspects of their programme which they felt could have been condensed. To take this latter group first, three central concerns were expressed:

(1) there was repetition in their programme content, especially with regard to subject-based training (12)

The core subjects… maths and literacy, you were going over the same things every time… especially in the maths lessons, we found we were doing the same thing, going over the same work, looking at the same problems. *(Female, 20-24, BA QTS, primary)*

(2) too great a volume of paperwork was required by their training institutions (6)

There's so many forms. At the beginning I was handed so many forms and it just threw me into a panic. I've done them all and I've got folders full of them but they don't go anywhere. *(Female, 25-29, PGCE, primary)*

(3) academic study was given too much weight by ITT institutions in comparison to school-based training experiences (6)

I think it could have been a little bit more practical. I think there was far too much based on written assignments. I mean you can write a good assignment but it doesn't mean you are going to be good stood in front of a class of 30 sort of thing, so I think it has focused on what you are supposed to know, the theory and things, but I think there was a little too much emphasis on it. *(Female, 20-24, BA QTS, secondary, geography)*

Turning to the things case study participants said they would have liked more of, interviewees identified a wide range of skills, knowledge and activities. Those which arose most frequently related broadly to:

- **Curricular knowledge and structure (28):** including foundation subjects at Key Stages 1 and 2, the Key Stage (KS) 3 strategy and the 14-19 Curriculum.

  I feel that there are a couple of subjects that I think, we concentrated an awful lot on maths and English, whereas PE [Physical Education] and IT [Information Technology], we just didn't get so much of, and you think how can I go out and deliver that? *(Female, 30-34, BEd, primary)*

- **Specific elements of classroom practice (24):** including classroom management, addressing the needs of all pupils, including those at the top and bottom of the ability range.

[T]here are various points along the way where I thought I could really do with some more, some more ideas about, you know, classroom management strategies and dealing with kids who don't respond to the normal kind of four point discipline. First warning, second warning, stand up, stand out and all that kind of stuff, but that was because I was in schools where there were a lot of kids who just didn't respond to those kind of warnings. *(Female, 20-24, PGCE, secondary, Religious Education (RE))*

- **Information about various, specific aspects of teaching as a profession (11):** including child protection, child psychology, pay and conditions, and what being an NQT entails.

  We feel more on the professional side things like child protection and areas like that when you go into school that, we had I think it was about three lectures we had on it but a lot of us were interested in it because obviously you know you need to start looking out for things like that but don't really feel prepared on, you know, what to do. *(Female, 20-24, BA QTS, primary)*

  Something that was quite close to all our hearts, particularly towards the end was elements of pay and salary and that sort of thing and how it would actually affect us on the ground, and that wasn't particularly addressed. *(Female, 35-39, BEd, primary)*

- **Lesson planning and assessment (9):** including preparation for national curriculum key stage tests (SATs).

  A little bit more on planning, that's a hard one I know because everybody plans in a different way but just sort of more at the beginning on what your lessons should be like and what it should include because that I sort of found by trial and error so they're the main things I would say. (*Female, 30-34, GTP, primary*)

- **Pastoral issues (5):** including the role of form tutor.

  Possibly the only thing that I would like more to do with is like tutor groups, being a form tutor… I have been with a form before [during ITT] but you are never quite sure, the first one, I think they could have possibly prepared me for that. *(Female, 20-24, BA QTS, secondary, geography)*

Small numbers of trainees also suggested that it would have been valuable to have had:

- additional training on administering first aid;
- advice (or more advice) on creating classroom displays;
- more help on developing resources;
- additional training on how to work with classroom assistants;

- longer school-based placements; and

- more opportunities to observe other teachers in the classroom.

3.4   Student teachers' perceptions of the (QTS) Standards

In order to be awarded Qualified Teacher Status, all ITT trainees must show, by the end of their training, that they have met the Standards set by the Training and Development Agency for Schools (TDA) to provide evidence of their competence as teachers (currently set out in TDA (2006) *Qualifying to Teach: Professional Standards for Qualified Teacher Status and Requirements for Initial Teacher Training*). As such, there is an onus on ITT providers, and on trainees, to ensure that ITT programmes provide adequate opportunities for student teachers to meet these Standards. Of the 22 trainees who commented on the QTS Standards during case study interviews, different views were expressed about the role the Standards had played in their training programmes. Six trainees felt largely positive, explaining that having to meet the Standards had helped them to develop a broader awareness of teachers' roles and responsibilities, and to structure their learning throughout their ITT:

> [T]hey are actually really good in terms of, it encourages you to look into avenues that I haven't been exploring much. I mean it was only the third term when I started to look at all the Standards I had met and those that I hadn't that I started to think, 'well, why aren't I meeting that Standard?'… and starting to think about what I could do to achieve that. So I think they have been really good in that sense… I then knew where my strengths were and knew where my areas of development would be, so useful definitely. Broad enough to do that, to develop myself using them, while not being too broad. *(Male, 25-29, GTP, secondary, maths)*

Some student teachers (10) were less positive, suggesting that, for them, meeting the Standards had more to do with completing administrative tasks than developing their competences as teachers, and that it was largely a 'paper exercise':

> I've looked at them and I've just thought it doesn't really make any sense to have to translate it into real life situations. I think they seem to be in statements that need to be ticked off rather… I have been to a lecture and they spoke about this and they spoke [about] that and they spoke about this, it doesn't mean that you have actually got any experience and you know about those things properly. *(Female, 20-24, PGCE, primary)*

I guess it was frustrating because I didn't feel like I was focusing on what was important, I felt like I was focusing on creating lots of paper… It seems quite overwhelming because there are just so many you know, so many of them to fulfil and just sort of that again comes back to the paperwork for me. I mean I have a check sheet and I had to, you know, show examples for each QTS of how I'd covered it, when I'd covered it, what date, what grade I got [from] it and sort of pulling all of that together and that was my portfolio and going through and checking it and it just seemed such a drawn out process. *(Female, 25-29, SCITT, secondary, Modern Foreign Languages (MFL))*

Other (3) trainees also talked about the difficulty of meeting particular Standards given the particular characteristics of the school(s) they were working in, for example, the difficulty of gaining experience with English as an Additional Language (EAL) pupils in some areas:

The Standards that I've had to meet, some of them you can see they are just so necessary. Others have been very difficult to find evidence for and have just become a trial because of the nature of the school that I'm at. The Standards have been drawn up with a broad brush, but not every school can fit into those little slots neatly so, it's been more ticking boxes rather than changing my views at all. *(Female, 40-44, PGCE, secondary, geography)*

3.5   Student teachers' accounts of 'reflection on practice'

As well as seeking to ensure that student teachers were provided with appropriate opportunities to meet the Standards, opportunities for reflection are often presented by programme personnel as integral to ITT programmes, with personnel positing that student teachers must learn to evaluate their own practice, and to respond accordingly, in order to develop as teachers (see Chapter 9, Section 9.2). In the case study interviews, trainees were asked whether they had had opportunities to review or reflect upon their development as teachers during their initial teacher training. **Fifty-seven case study participants reported that they had undertaken some form of formally organised opportunity for reflection.** Such opportunities for reflection tended to take the form of written evaluations, one-to-one meetings with school-based mentors, and seminars where trainees were invited to discuss their experiences with their peers and / or HEI-based staff:

Every week we had a weekly review meeting with our mentor when the lessons were discussed so that was a sort of starting point really and then also

at the centre we had opportunities to discuss our experiences and of course with other students as well, but certainly from time to time we were asked to write on this as well, so one kept a close eye on one's own progress. *(Male, 45-plus, SCITT, secondary, music)*

[W]e have Review 1 just before Christmas, Review 2 sort of February time and Review 3 was about four weeks into your second placement and Review 4 is obviously your last one… Review 1 and Review 2 are against a selective list of Standards and Reviews 3 and 4 are actually against the full list of QTS Standards and you have to look at what you are doing and what you are not doing. And then obviously you talk it through with your mentor and he grades you and then you talk it through again in college. I think that is quite good at getting you confidently reflecting on what you are doing and not just in terms of how you are hitting the Standards, but in terms of how you can be developing your practice, because they then set you targets at the end of each review which are not meant to be sort of Standards driven. *(Female, 25-29, PGCE, secondary, history)*

Nineteen trainees talked about reflecting on their progress in less formal circumstances. This included:

- **Individual and private reflection**
  I've just found myself sitting down at the weekend and thinking 'this worked really well, can I use that in a different context? That didn't work so well, is there any way I can not do that again or not get into that situation, or build upon the successes from it?' *(Male, 30-34, SCITT, primary)*

- **Talking with friends and/or family outside the teaching profession**
  I talked to my husband a lot and that gave me opportunities to reflect… just with my friends, my husband, and also reflected within myself… how stretched I was, to see what I felt was right. *(Female, 40-44, Flexible PGCE, primary)*

When some case study participants talked about reflecting on their practice as teachers they spoke about a number of benefits and drawbacks of doing so. Firstly, some student teachers (28) indicated that they were keen to improve their practice as teachers and wanted to use their experiences proactively to inform their future development:

When I was in school, I was very pushy to say 'am I learning the things that I should be learning? Am I doing the things I should be doing?'… You know, geography was something that I felt wasn't very well taught to me [by the university] so in my final teaching practice I made sure that one of the things I did was a geography project because I felt that was the right way to go about

it… I think I could have drifted around and not reflected very much and I could still have come out with a degree, being able to go and teach, but not been as well prepared as I should be to be in charge of a group of kids. *(Male, 35-39, BEd, primary)*

Other trainees (9) stated that it was easy to become too self-critical and that this could, in turn, prove demoralising:

I think you're taught to be very self critical as a trainee teacher and even when you walk out of a lesson and somebody says 'that was a really good lesson', I'm so very critical of myself… I find [the reflection] quite useful but it can be demoralising, I can be my own worst enemy where that's concerned. I found it quite hard. *(Female, 30-34, BEd, secondary, Information Communications Technology (ICT))*

I think the problem with [the] PGCE is you're expected to reflect on all your teaching but if you can't say anything negative then you're not doing it right and I think it's defeatist... It's always very critical and I've been told if you can say something positive but you can't say something negative then you're doing something wrong because there's always something you could do better... you just end up getting very demoralised. *(Female, 20-24, Flexible PGCE, secondary, ICT)*

When student teachers discussed their tendencies to be self-critical, some talked about how their mentors or tutors had reassured them and provided them with a sense of perspective and / or greater confidence in their teaching:

I tend to do myself down a little bit. I am more likely to tell you my faults… [My tutors] said I have got good class management and that 'you are not as bad as you keep saying you are'. And I was 'well, I know I am good at communicating, I know kids like me because I care about them' and they said 'yes, but how about your organisation and your preparation, your plans are excellent' and I suppose I hadn't thought about it, I suppose I have got more strengths than I would admit. *(Female, 45-plus, BA QTS, secondary, ICT)*

Some interviewees (7) indicated that they did not find the task of critical self-reflection easy, and some (6) questioned its value. One student teacher, for example, expressed a concern that he could not always identify why a lesson had gone well (or badly), nor what his role had been in relation to this, and stated that he felt being formally observed and receiving detailed written comments from experienced staff in school was much more valuable in helping him to develop as a teacher than his own personal lesson evaluations were:

You are supposed to do it every lesson, one of these evaluations. You would do a lesson and then write an evaluation on it. Not the easiest thing to do. Some of the questions are what went well and why? Some of the things that might have gone well for you is just that nobody gave you any trouble… everybody has been quiet, and it is great and why? Sometimes you think 'it did go well, was it me or were they just in a good mood?' It is helpful but I felt it was one of the more difficult aspects, you know. Sometimes you feel that things are not going right or not going well but you don't know exactly what or exactly why… a couple of times a week at least you would be [formally observed] and the teacher would provide you with some written feedback on what they thought, and I thought they were far more helpful than my own evaluations because they would see things that I couldn't see, you know, and things I had done that were good things. But also, you could have done it this way and it would have been even better, you know, so I thought that was far more valuable than looking at my own work. *(Male, 35-39, BA QTS, secondary, D&T)*

Finally, it is also interesting to note that when student teachers talked about opportunities for reflection they tended, almost exclusively, to talk about activities which involved evaluating lessons which they had taught. While ITT programmes often require trainees to shadow experienced teachers and observe their practice, only one trainee referred to this as an opportunity for reflection, recalling activities which had encouraged her to reflect both on issues arising within her placement school as a whole, and on other teachers' practice:

We had the formal reflection of the reflective diary which is something we had to do as part of the first term and [a] half. First term we had to keep a record every week of issues, of things that we saw, things that we felt, things that were going well, things that hadn't gone well, what we'd do otherwise, so we had to keep regular lesson evaluations anyway and then this reflective diary which was a term's worth of jottings of all the things you saw, how other teachers handled things, what you thought, it's a very personal document as well. I've written stuff in there that my head teacher would never want to see but I've learnt a few things from the process that have helped. *(Female, 40-44, GTP, secondary, MFL)*

3.6 Preparation and assistance for 'next year'

Eight case study trainees indicated that their ITT programmes had not explicitly covered issues relating to their future employment as teachers. The majority reported receiving some form of information about their future status as teachers, although some felt that they had few scheduled opportunities to learn, benefiting instead by talking to teachers informally during their school-based experiences:

I only know about the NQT year really through people that I've worked with that are NQTs, like last year one of my colleagues was an NQT and we were quite good friends so I'd sort of know what she was up to and things like that. *(Female, 20-24, BA QTS, KS 2/3, French)*

Of the areas student teachers reported either receiving training on, or discussing with staff in their placement schools, those mentioned by the highest numbers of trainees included:

(1) Applying for a teaching post (29)
[The course leaders] invited head teachers from schools across the city, we had one head teacher per lecture and we had to write a letter of application, fill in an application form for that head teacher, and then they went through them all... they gave about three full interviews in the seminar just to show different people and their application forms... and they gave us feedback on the application forms and wrote notes so that was quite useful because it meant if you didn't have a good application letter you could see before you had to send them off how you needed to improve and you had a kind of idea what questions they could ask and what they were looking for. *(Female, 20-24, BEd, primary)*

The individual schools were generally quite supportive and the school-led activities they did, it was agreed with the college that they would do one on applications and interviews... they were supportive if people had written a covering letter and wanted it read through and wanted some thoughts on it. *(Female, 25-29, PGCE, secondary, history)*

(2) Being interviewed for a teaching post (37)
We did a series of mock interviews... we had actual headmasters from schools coming in and almost like a proper interview with a board of governors coming in and we had to apply for the job and then they'd talk to us about why we wanted to apply and it was almost like a complete interview. *(Male, 25-29, SCITT, secondary, drama)*

We had a lady from the LEA [Local Education Authority] who was involved in the NQT interviews who came and told us what the LEA are looking for. She had a video which showed LEA pool interviews from a few years ago and that was interesting to see the questions that they ask you and there was also a sheet with the most popular questions which are being asked at interview which helped me. *(Female, 20-24, PGCE, primary)*

(3) Being an NQT (39) - including NQTs' entitlements and obligations, the role of the LEA, and passing the NQT induction period

We had a lecture from a chap from the LEA who basically is the chap whose role it was to pass all the newly qualified teachers so he was really running

through the criteria for NQTs and we all know what the criteria are and what we have to meet... so that was sort of preparing us for life in the real world and what happens in your NQT year... and a couple of ex-students came back and gave a review of how they had all found their NQT and that was really interesting... knowing as an NQT it is your right to have that ten per cent non-contact time and the two NQTs said that is really valuable time and you must take it, you mustn't be driven into not taking it. *(Female, 35-39, BEd, primary)*

A further 23 trainees mentioned a range of other topics including:

- **negotiating contracts**
  Little things like signing contracts [have been covered] as well... I mean I know each school is different but we have been warned that… *(Female, 20-24, BEd, primary)*

  We were told in our last university session 'you must not say yes, you will accept a job immediately, you must say "yes, subject to conditions"'. *(Female, 40-44, Flexible PGCE, primary)*

- **belonging to a teaching union**
  We've had someone from the NUT [National Union of Teachers] who came in and talked to us about unions... it's knowing which one to join and why there are different ones, it's all things like that now the course is coming to the end, it's like 'which union do you join and which one's going to be better for me?' *(Female, 20-24, BA QTS, primary)*

- **possible career paths within teaching**
  Because you can move in various ways, you have got class teacher, SEN [Special Educational Needs], head of year, head of curriculum, and we have had lectures from people from schools who do those roles, brought in by the tutors, so it is an insight into where you might go. *(Female, 45-plus, BA QTS, secondary, ICT)*

We now turn to the survey data to examine a number of additional aspects of student teachers' experiences of their ITT, namely:

- their accounts of the support they received during ITT;
- their perceptions of the balance of, and of the clarity of the links between, practical and theoretical elements of their ITT programmes; and
- how they now felt about the decisions they had made about the ITT route and institution they had chosen.

3.7   Student teachers' views about the support they received during their training

Student teachers responding to the telephone survey were asked to rate the support they received during their ITT programme, on a scale ranging from 'very good' to 'very poor'. Table 3.1 presents the distribution of responses among telephone survey respondents as a whole. The data presented in the third column (headed 'valid[34] per cent (actual)') reveal that **the majority of trainees indicated that they felt positively about the support they received during their training, rating it as either 'very good' or 'good'** (37% and 42%, respectively). Yet, a significant minority (18%) gave lower ratings to the support they received (i.e. rated their support as 'neither good nor bad', 'poor' or 'very poor') whilst three per cent stated that they could not generalise due to the range of experiences encountered during ITT.

Table 3.1: Thinking about your ITT programme, how would you rate the support you received during your training?

	Frequencies	Valid per cent (actual)	Valid per cent (weighted)
Very good	1,170	37%	36%
Good	1,321	42%	42%
Neither good nor poor	354	11%	13%
Poor	152	5%	5%
Very poor	50	2%	2%
Can't generalise	108	3%	3%
Don't know	1	(0)%[35]	(0)%
No. of cases	**3,156**		

N=3,162 (missing values=6). Percentages may not sum to 100 due to rounding.

The data in the last column of Table 3.1 have been weighted for the variable 'ITT route' to provide percentages that are likely to be more representative of the body of student teachers nationally for the 2003-2004 cohort – that is, those student teachers who were undertaking one year ITT programmes or completing the final year of two-, three- or four-year programmes, in the academic year 2003-2004 (see Chapter 2). Only slight differences are observed between the actual and the weighted figures. This could be explained by the skewed nature of the data (the vast majority of trainees selecting the most positive response categories) and the fact that the routes which

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[34]'Valid per cent' in this and other tables in this report is the percentage of respondents who answered the question. The total does not include respondents who declined to answer or who indicated that the question was 'not applicable' to them.
[35](0)% stands for 'less than 0.5'. The same applies to all the tables in this chapter.

differ most from the rest are those with relatively small numbers of respondents, like the GRTP and the Flexible PGCE routes (see Tables 3.3 and 3.4).

Variation by (and within) phase

There were some differences in the reporting of the support received during ITT between those training to teach in the different (primary and secondary) phases of education (see Table 3.2).

Table 3.2: Trainees' views about the support received during ITT by educational phase

	Per cent (%)							*SCALE MEAN (X)*	No. of cases
	Very Good	Good	Neither good nor poor	Poor	Very poor	Can't generalise	Don't know		
Primary	31	47	13	5	1	2	0	*4.1*	**1,490**
Secondary	43	37	9	4	2	4	(0)	*4.3*	**1,418**
Total	37	42	11	5	2	3	(0)	*4.2*	**2,908**

Chi-square: p<0.001. Percentages may not sum to 100 due to rounding.

The biggest difference was observed in the 'very good' category, with 31 per cent of those training to teach in the primary phase reporting the support they received as 'very good', compared with 43 per cent of those training to teach at the secondary phase. Table 3.2 also gives the average (mean) rating of the support primary and secondary phase respondents indicated that they received during their ITT.[36] In estimating the mean, only the first five rating categories were taken into account. These were coded in increasing order, ranging from 1 (very poor) to 5 (very good). Therefore, the higher the number, the higher the mean rating of the perceived level of support received during training for the respective group of trainees. Overall, it appears that **primary phase student teachers gave lower ratings than secondary phase trainees.** A standard test of chi-square was carried out revealing that the observed differences between the responses of primary and secondary phase trainees were statistically significant.[37]

Whilst, on the question of the support trainees received during their ITT, there is evidence of variation in the responses of secondary phase student teachers training to

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[36]See Chapter 2, p.13.
[37]Chi-square=60.24, df=4, p<0.001. As explained in the methodology chapter, a p-value less than, or equal to, 0.05 implies a statistically significant result. (See Chapter 2, pp.13-14).

teach different subject specialisms, these variations were not found to be statistically significant.

Variation by (and within) route

Tables 3.3 and 3.4 show the responses of student teachers, by route, for those seeking to teach in the primary and secondary phases, respectively. The tables show that, irrespective of ITT route, the majority of responses fall in the 'very good' or 'good' categories. Nevertheless, **across the primary phase, proportionately more SCITT trainees (46%) reported having received 'very good' support during their ITT than trainees following other ITT routes.** Of those training to teach **in secondary schools those following BA/BSc QTS courses (53%) were more likely than those following other routes to report receiving 'very good' support during their ITT** programmes. Conversely, amongst both primary and secondary trainees, those following Flexible PGCE programmes were least likely to rate the support they received during their training as 'very good' (16% and 30%, respectively), followed by those on university-administered PGCE programmes (21% and 41%, respectively).

Tables 3.3 and 3.4 also give the average (mean) rating of the support that trainees experienced across ITT routes. The highest average rating amongst primary phase trainees was observed amongst those following SCITT programmes (X=4.2),[38] whilst for secondary trainees it was observed for both SCITT and BA/BSc QTS respondents (X=4.4). Amongst primary phase respondents, the lowest mean rating was given by Flexible PGCE trainees (X=3.6) followed by university PGCE trainees (X=3.9). At the secondary phase, the lowest mean rating was given by student teachers following Flexible PGCE and GRTP programmes (X=4.1 for both routes).

To test for the statistical significance of the observed differences in the reporting of the support received between ITT routes, a chi-square test was conducted within the primary and secondary phases, separately. The test showed statistical significance in both cases.[39] It is, therefore, safe to conclude that such differences are highly unlikely to have emerged by chance only and that they represent true differences in the population of trainees.

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[38]X stands for 'Mean'.
[39]Primary phase: chi-square=75.66, df=20, p<0.001. Secondary phase: chi-square=41.59, df=16, p<0.001.

Table 3.3: Thinking about your ITT programme, how would you rate the support you received during your training? (Primary phase respondents)

	Per cent (%)							*SCALE MEAN* [40] *(X)*	No. of cases
	Very Good	Good	Neither good nor poor	Poor	Very poor	Can't generalise	Don't know		
SCITT	46	38	8	4	2	2	0	*4.2*	**119**
GRTP	41	36	13	7	1	2	0	*4.1*	**190**
BEd	34	47	13	4	1	2	0	*4.1*	**198**
BA/BSc QTS	31	51	11	5	2	1	0	*4.0*	**631**
PGCE	21	53	19	5	1	2	0	*3.9*	**289**
Flex. PGCE	16	43	24	14	0	3	0	*3.6*	**63**
Total	31	47	13	5	1	2	0	*4.0*	**1,490**

Chi-square: p<0.001. Percentages may not sum to 100 due to rounding.

Table 3.4: Thinking about your ITT programme, how would you rate the support you received during your training? (Secondary phase respondents)[41]

	Per cent (%)							*SCALE MEAN (X)*	No. of cases
	Very Good	Good	Neither good nor poor	Poor	Very poor	Can't generalise	Don't know		
BA/BSc QTS	53	33	9	2	0	4	0	*4.4*	**137**
SCITT	51	33	2	2	2	9	0	*4.4*	**171**
PGCE	41	39	11	4	2	3	0	*4.2*	**728**
GRTP	43	33	11	7	3	3	(0)	*4.1*	**301**
Flex. PGCE	31	53	9	7	0	2	0	*4.1*	**59**
Total	43	37	9	4	2	4	(0)	*4.2*	**1,396**

Chi-square: p<0.001. Percentages may not add up to 100 due to rounding.

Whilst we have seen that there are variations between the responses to this question of student teachers following different ITT routes, we should note that there are also some interesting variations between the responses of trainees following similar ITT routes with different providers.[42] For example:

- **Fifty-six and 50 per cent of those following secondary PGCE programmes at two ITT providers,** compared with **22 and 27 per cent of those at two**

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[40]Unless otherwise stated, subgroups of trainees in this and other two-way tables have been rank-ordered by the highest arithmetic mean. Where the mean is equivalent across two or more subgroups of trainees, or if it cannot be calculated, these have been rank-ordered by the highest percentage selecting the most positive rating category (e.g. 'very good'). Where this percentage is still equivalent across two or more ITT routes, these have been rank-ordered by the highest percentage selecting the second most positive rating category (e.g. 'good').

[41]Numbers of secondary BEd trainees (22) were too small to include in the table.

[42]Only providers with 50 or more student teachers following the specified route were included in the above (and subsequent) analyses based on ITT provider (see Chapter 2, p.12).

others, reported that the support they received during training was 'very good'.[43]

Results of regression analysis

Although the statistical analyses reported above enabled us to identify which variables were statistically associated with trainees' ratings of the support they received during training, they do not allow us to test whether these (educational phase or ITT route) or other variables (e.g. gender, age, ethnicity) have an independent effect on trainees' responses (or whether the observed effect is due to their association with another variable). To answer this question, an ordinal logistic regression analysis was carried out. As explained in Chapter 2, this statistical technique allows us to identify which 'explanatory' variables best predict trainees' responses on the 'outcome' variable by entering all of them into a model simultaneously. Regression analysis also allows us to explore interactions between the explanatory variables.

As explained in Appendix B, the outcome variable has been transformed to comprise three response categories as follows: (1) 'very poor or poor', (2) 'neither poor nor good' and (3) 'good or very good'. This transformation was carried out because a basic assumption of the ordinal logistic regression (i.e. the proportional odds assumption) could not be met if the original five-point scale was retained.

Nine explanatory variables were entered into the regression model. These included ITT route, age, gender, ethnicity and educational phase. In addition, four more explanatory variables were added, based on trainees' responses to a 'Wave 1' survey question which we hypothesised might be related to their rating of the support they received during ITT.[44] This was whether respondents indicated that, before beginning their ITT, they had been concerned about: (a) whether they would be able to maintain discipline in the classroom; (b) whether they would be able to bring about pupil learning; (c) whether they would be able to manage the workload; and (d) whether they would get sufficient help for teaching.

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[43]Chi-square=41.83, df=18, p=0.001.
[44]The 'Wave 1' survey investigated, amongst other things, student teachers' preconceptions and expectations of teaching and ITT. The findings are reported in Hobson and Malderez (Eds) (2005).

Table 3.5: Ordinal logistic regression results

Support received during ITT - 1: Poor or very poor, 2: Neither good nor poor, 3: Good or very good		
EXPLANATORY VARIABLES	*B*	*Beta weights*
AGE[45]		
25-34 years old	-0.36*	-0.17*
35-44 years old	-0.62*	-0.22*
45-plus	-0.80*	-0.17*
EDUCATIONAL PHASE[46]		
Secondary phase	0.60*	0.30*
ITT ROUTE[47]		
BEd	0.52*	0.15*
BA/BSc QTS	0.40*	0.17*
SCITT	0.94*	0.29*
GRTP	0.54*	0.20*
CONCERNS RE SUFFICIENCY OF HELP RECEIVED FOR TEACHING ('WAVE 1')[48]		
Yes, did have such concerns	-0.31*	-0.14*
ROUTE & PHASE INTERACTIONS		
BEd & Secondary phase	-2.58*	-0.22*
GRTP & Secondary phase	-0.67*	-0.20*
No. of cases	**2,739**	

*Denotes a statistically significant effect.

Four variables were found to have had a statistically significant effect on trainees' ratings of the support they received during training. These were **educational phase (which had the largest effect size)**, ITT route, the age group of the trainee, and whether or not respondents reported that they had been concerned (prior to beginning their ITT programmes) about whether they would get sufficient help for teaching, in descending order. These results are based on comparing the absolute difference between the highest and the lowest beta weights of the various subgroups of trainees across explanatory variables in Table 3.5, considering that the reference group always has a beta weight of zero. For example, in the case of ITT route, the absolute difference between the highest and the lowest beta weights is |0.29-0|=0.29. Likewise, in the case of educational phase, this difference is |0.30-0|=0.30. Hence, educational phase has a larger effect size than ITT route. Further details are provided in Appendix B.[49]

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[45]The reference group for age is 'under 25'.
[46]The reference group for phase is 'primary phase'.
[47]The reference group for ITT route is 'PGCE'.
[48]0: No, did not have such concerns, 1: Yes, did have such concerns.
[49]A multinomial regression was also carried out by entering the outcome variable with four response categories (instead of three): (1) 'very poor or poor', (2) 'neither poor nor good', (3) 'good' and (4) 'very good'. In this way, the two most positive categories (i.e. 'good' and 'very good') were kept separate to enhance the sensitivity of the model. An additional predictor emerging from this model was whether or not respondents reported (prior to beginning their ITT programmes) that they had been

The differences between the responses of those in different age groups, and those who reported that they had / had not been concerned, prior to their ITT, about whether they would get sufficient help for teaching, are reported below. (Differences between those following different ITT routes, and between those intending to teach at primary or secondary levels have been reported above.)

Variation by age

Table 3.6 shows that trainees under 25 years of age rated the support they received during their training more highly than those in other age groups. More generally**, the older the trainee, the lower the ratings reported with regard to the support received during training.** As we can see, the mean rating is 4.2 for those in the youngest ('under 25') age group, compared with 4.0 for trainees aged '35 or more'; whilst 39 per cent of respondents aged '25-34' rated the support they received as 'very good', compared with 31 per cent of those aged '45 or over'.

Table 3.6: Trainees' views on the support they received during their ITT by age

	Per cent (%)							*SCALE MEAN (X)*	**No. of cases**
	Very Good	Good	Neither good nor poor	Poor	Very poor	Can't generalise	Don't know		
Under 25	37	46	9	5	2	2	0	*4.2*	**1,445**
25-34	39	38	13	5	2	3	(0)	*4.1*	**951**
35-44	35	39	12	7	2	5	0	*4.0*	**559**
45-plus	31	35	13	7	2	11	0	*4.0*	**175**
Total	37	42	11	5	2	3	(0)	*4.1*	**3,130**

Chi-square: p<0.001. Percentages may not add up to 100 due to rounding.

Variation by reported pre-course attitudes

In general, trainees who indicated that they had been concerned, prior to the beginning of their ITT programmes, about whether they would get sufficient help for teaching, tended to give lower ratings of the support they actually received than those who had not expressed such concerns. For example, 76 per cent of those who had expressed concerns about whether they would get sufficient help reported, at the end

concerned about whether they would be able to manage the workload. More specifically, trainees who had reported being concerned with the manageability of the workload were more likely to give a rating of the support they received during ITT as less than 'very good', compared with those who had not expressed such concerns.

of their ITT, that they felt the support they had received was 'very good' or 'good', compared with 82 per cent of those who had not expressed such concerns.

3.8 Student teachers' views on the balance and clarity of links between the 'theoretical' and 'practical' elements of ITT

We saw in Section 3.2 that the majority of case study participants considered the school-based and 'practical' aspects of their ITT programmes to be the most valuable aspects of their ITT programmes. In the telephone survey respondents were asked about the balance between the 'theoretical' and 'practical' elements of their ITT and about how clear they felt the links between these elements were. In this context, 'theoretical' was defined for trainees as 'professional studies and subject or methods studies'. The results are shown in Tables 3.7 and 3.8.

Table 3.7: Thinking about your ITT programme, how would you rate the balance between the theoretical and the practical aspects of your ITT programme?

	Frequencies	Valid per cent (actual)	Valid per cent (weighted)
Too heavily weighted in favour of the theoretical elements	771	25%	23%
About right	2,057	66%	66%
Too heavily weighted in favour of the practical teaching element	299	10%	11%
Don't Know	10	(0)%	(0)%
No. of cases	**3,137**		

N=3,162 (missing values=25). Percentages may not sum to 100 due to rounding.

Considering trainees' responses overall, Table 3.7 shows that **two-thirds (66% 'actual' and 'weighted') of respondents indicated that they felt that the balance between theoretical and practical elements was 'about right'.** Those student teachers who felt that there was an imbalance between the theoretical and the practical aspects were more likely to indicate that their programmes were too heavily weighted towards 'theory' as opposed to 'practice'.[50]

Table 3.8 shows the distribution of trainees' responses regarding the extent to which the links between the theoretical and the practical elements of their ITT programmes

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[50]As we shall see below, however, GRTP trainees are an exception.

were clear to them. We can see that **the majority (85% actual, 84% weighted) of respondents indicated that the links between the theoretical and practical aspects of the ITT programmes they followed were (always or usually) clear,** with one in seven student teachers (14% actual, 15% weighted) stating that the links were 'often not clear' to them and one per cent (22 of the 3,154 respondents who answered this question) stating that they were 'never clear'.

Table 3.8: Thinking about your ITT programme, how would you rate the links between the theoretical and the practical aspects of your ITT programme?

	Frequencies	Valid per cent (actual)	Valid per cent (weighted)
Always clear	573	18%	17%
Usually clear	2,110	67%	67%
Often not clear	443	14%	15%
Never clear	22	1%	1%
Don't know	6	(0)%	(0)%
No. of cases	**3,154**		

N=3,162 (missing values=8). Percentages may not sum to 100 due to rounding.

In Sections 3.8.1 and 3.8.2 below we consider the extent to which responses to these survey questions about the balance and clarity of links between the practical and theoretical elements of ITT varied according to a number of variables, including the phase of education in which respondents were seeking to teach, the ITT route they were following, their gender, their age and their ethnicity, as well as according to a number of positions that respondents reported holding prior to commencing their ITT (as indicated in their responses to a number of relevant questions in the 'Wave 1' survey).

3.8.1 Balance of the 'theoretical' and 'practical' elements of ITT by different variables

Variation by (and within) phase

There were found to be statistically significant differences between primary and secondary phase respondents' assessment of the balance between the theoretical and practical elements of their ITT programmes.[51] Sixty-two per cent of primary phase trainees reported that the balance was 'about right' compared with 69 per cent of secondary trainees. **Primary phase trainees (31%) were more likely than their**

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[51]Chi-square=105.34, df=2, p<0.001.

secondary phase counterparts (17%) to perceive too great a focus on theory (see the 'Total' rows of Tables 3.9-3.10).

Whilst there are statistically significant differences between the responses to this question according to the educational phase in which student teachers were training to teach, we should note that there are also differences between responses of secondary phase trainees preparing to teach different subject specialisms. **'PE', 'science' and 'arts' trainees appear more satisfied with the balance between the theoretical and practical elements of their programme than those in other subject areas, whilst 'English' trainees are the least satisfied.** For example, 78 per cent of those training to teach PE reported that the balance of elements was 'about right' compared with 60 per cent of those training to teach English.

Furthermore, 13 per cent of those training to teach MFL or science, compared with between 18 and 19 per cent of trainees following other subject specialisms, perceived too great an emphasis on theory in their programmes. Greater variation was observed across subject specialisms with regard to the percentage of trainees reporting that there had been too great an emphasis on practice in their programmes. The largest percentages were observed among English (21%) and MFL (19%) trainees, while the lowest percentages were observed in the case of arts (9%) and PE (4%) trainees. A chi-square test found that there was a statistically significant association between subject specialism (at secondary level) and respondents' perception of the balance between the theoretical and practical elements of their ITT programmes.[52]

Variation by (and within) route
Looking at the responses of trainees following different ITT routes, we see that at both primary and secondary phases, the majority of trainees from each route identified the balance of elements in their training as 'about right' (see Tables 3.9 and 3.10 below, where routes are ranked according to the proportions of trainees who selected 'about right'). At the same time, **a higher proportion of SCITT trainees than those following other routes, at both educational phases, stated that the balance of elements in their training was 'about right'.**

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[52]Chi-square=29.68, df=14, p=0.008.

Table 3.9: Thinking about your ITT programme, how would you rate the balance between the theoretical and the practical aspects of your ITT programme? (Primary phase respondents)

	Per cent (%)				No. of cases
	Too heavily weighted in favour of the theoretical	About right	Too heavily weighted in favour of the practical	Don't Know	
SCITT	12	82	6	1	**118**
Flexible PGCE	21	71	8	0	**63**
PGCE	33	64	3	(0)	**286**
BA/BSc QTS	38	61	1	(0)	**629**
GRTP	5	61	33	1	**186**
BEd	46	52	2	0	**197**
Total	31	62	6	(0)	**1,479**

Chi-square: p<0.001. Percentages may not sum to 100 due to rounding.

Table 3.10: Thinking about your ITT programme, how would you rate the balance between the theoretical and the practical aspects of your ITT programme? (Secondary phase respondents)[53]

	Per cent (%)				No. of cases
	Too heavily weighted in favour of the theoretical	About right	Too heavily weighted in favour of the practical	Don't Know	
SCITT	10	82	8	0	**171**
BA/BSc QTS	26	70	3	1	**137**
PGCE	19	70	11	(0)	**728**
Flexible PGCE	26	67	7	0	**55**
GRTP	10	59	31	0	**297**
Total	17	69	14	(0)	**1,388**

Chi-square: p<0.001. Percentages may not sum to 100 due to rounding.

We can see that, in general, **those respondents who identified an imbalance between the theoretical and practical aspects of their programmes were most likely to report that they considered their programmes to be too theoretical. Trainees from the GRTP route were an exception to this pattern,** as both primary and secondary GRTP respondents were more likely to report that there was too heavy a weighting towards *practical elements*. The least satisfied group on this question were those following primary BEd programmes, where only slightly over half (52%) of respondents indicated that they felt the balance between the theoretical and practical aspects of their courses was 'about right', and 46 per cent stated that their courses were too theoretical. Amongst both primary and secondary phase respondents,

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[53]Numbers of secondary BEd trainees (22) were too small to include in the table.

the observed differences between trainees' following different ITT routes were statistically significant.[54]

It may be noted that, in addition to the variation in responses from trainees following different ITT routes, there is also evidence of variation in the responses of trainees following similar ITT routes with different providers. More specifically:

- Amongst **primary BA/BSc QTS trainees, 82 and 74 per cent of respondents from two providers,** compared with **60 and 47 per cent of those from two others, reported that the balance of elements on their programme was 'about right'.**[55]

- Amongst **secondary PGCE trainees, 80 per cent of respondents from two different providers,** compared with **54 and 60 per cent of those from two other providers, indicated that the balance of elements on their programme was 'about right'.**[56]

Results of regression analysis

To test whether or not a number of different explanatory variables had an independent effect on trainees' responses, a binary logistic regression analysis was carried out. Seven explanatory variables were entered into the regression model, namely: ITT route; age; gender; ethnicity; educational phase; plus two variables from the 'Wave 1' survey, namely:

- whether trainees had indicated that they had chosen their ITT route because the balance of in-school and out-of-school training had appealed to them; and

- how important or unimportant trainees reported that they had felt it was (prior to their ITT) that they developed an awareness of research findings about effective teaching methods during an ITT programme.

The outcome variable initially had three categories: (1) 'too heavily weighted towards the theoretical', (2) 'about right' and (3) 'too heavily weighted towards the

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[54]Primary phase: chi-square=350.44, df=10, p<0.001. Secondary phase: chi-square=131.70, df=10, p<0.001.
[55]Chi-square=25.55, df=4, p<0.001. The categories indicating imbalance of elements (either towards theory or practice) were collapsed.
[56]Chi-square=26.47, df=6, p<0.001. The categories indicating imbalance of elements were collapsed.

practical'.[57] For the purposes of this analysis, the first and third response categories were combined, transforming this into a dichotomous variable. The first category encompassed student teachers who thought that the balance of elements on their programmes was 'about right' and the second category encompassed those who reported an imbalance between theory and practice (irrespective of direction).

Table 3.11: Binary logistic regression results

Balance between theory and practice in ITT – 0: About right, 1: Too heavily weighted towards theory or practice		
EXPLANATORY VARIABLES	*B*	*Beta weights*
GENDER[58]		
Male trainee	0.22*	0.09*
AGE[59]		
25-34 years old	0.24*	0.11*
35-44 years old	0.50*	0.18*
45-plus	0.66*	0.14*
EDUCATIONAL PHASE[60]		
Secondary phase	-0.24*	-0.12*
ITT ROUTE[61]		
BEd	0.70*	0.20*
BA/BSc QTS	0.29*	0.13*
SCITT	-0.86*	-0.27*
BALANCE OF IN- AND OUT-OF-SCHOOL TRAINING, AS REASON FOR CHOOSING ITT ROUTE[62]		
Yes, this was a reason for choosing a route.	-0.22*	-0.11*
No. of cases	**2,472**	

*Denotes a statistically significant effect.

The results of the regression analysis, which are presented in Table 3.11, show that **ITT route had the largest effect size**, followed by the age group of the trainee, educational phase, whether a trainee indicated that they had chosen a particular route because the balance of elements had appealed to them, and the trainee's gender, in descending order. The remaining variables did not have a statistically significant effect once all the explanatory variables were accounted for. Further details of these analyses can be found in Appendix B.[63]

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[57]The 'don't know' category was omitted from the analysis.
[58]The reference group for gender is 'female trainee'.
[59]The reference group for age is 'under 25'.
[60]The reference group for phase is 'primary phase'.
[61]The reference group for ITT route is 'PGCE'.
[62]0: No, this was not a reason for choosing a route, 1: Yes, this was a reason for choosing a route.
[63]A multinomial regression was also carried out by entering the outcome variable with its original three response categories to enhance the sensitivity of the model: (1) 'too heavily weighted towards theory', (2) 'about right', and (3) 'too heavily weighted towards practice'. An additional predictor emerging from

Variations in response according to trainees' age, gender and whether they had indicated that their choice of route was influenced by the balance of in-school and out-of-school training, are reported below.

Variation by age

The distribution of responses across age groups is shown in Table 3.12. It appears that **the older the trainee, the least satisfied (or perhaps more critical) s/he is with the balance of elements on their programme.** For example, 69 per cent of those aged 'under 25' reported that they felt the balance was 'about right', compared with 54 per cent of those aged '45 or more'.

Table 3.12: Perceptions of balance between theory and practice by age

	Per cent (%)				No. of cases
	Too heavily weighted in favour of the theoretical	About right	Too heavily weighted in favour of the practical	Don't know	
Under 25	27	69	4	(0)	**1,439**
25-34	21	66	14	(0)	**941**
35-44	26	61	13	1	**554**
45-plus	23	54	22	1	**177**
Total	25	66	10	(0)	**3,111**

Chi-square, p<0.001. Percentages may not add up to 100 due to rounding.

Variation by reported pre-course attitudes

In general, respondents who reported that one of the reasons for their choice of ITT route was that the balance of in-school and out-of-school training had appealed to them were more likely to report, at the end of their ITT, that the balance between the theoretical and practical elements had been 'about right'. For example, 69 per cent of those who indicated that they chose their training route at least partly because the balance of in-school and out-of-school training had appealed to them reported, at the end of their ITT, that the balance had been 'about right', compared with 63 per cent of those who did not give this amongst their reasons for choosing their ITT route.

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this model was the ethnicity of the trainee. More specifically, trainees from minority ethnic groups were more likely to report an imbalance towards practice than trainees from majority (white) backgrounds.

Variation by gender

Sixty-six per cent of female respondents reported that they felt the balance was 'about right' compared with 64 per cent of male trainees. Among those who felt there was an imbalance between theory and practice in their ITT programmes, proportionately **more men than women reported that the balance was too heavily weighted in favour of practical aspects** (12% and 9%, respectively), **with women proportionately more likely to report that the balance was too heavily weighted in favour of theoretical elements of course provision** (25% of female trainees gave this response, compared with 23% of male trainees).

3.8.2 Links between the 'theoretical' and 'practical' elements of ITT by different variables

Variation by (and within) phase

On the question of how clear student teachers perceived the links between the practical and theoretical elements of their ITT programmes, no statistically significant differences were observed (using chi-square) between the responses of those seeking to teach in primary and those seeking to teach in secondary schools. The 'Total' rows in Tables 3.13 and 3.14 show that **the mean response for both primary and secondary trainees was 3.0.**[64]

There were, however, statistically significant differences between those studying to teach different subjects at the secondary phase.[65] For example, **23 per cent of those training to become PE teachers reported that the links between the theoretical and practical elements of their ITT were 'always clear',** compared with **only 12 per cent of those studying to teach secondary science.**

Variation by (and within) route

As shown in Table 3.13, amongst those respondents seeking to teach in primary schools **a higher proportion of SCITT trainees (89%) than those following other routes stated that the links between the theoretical and practical elements of**

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[64]In estimating the mean, only the first four scale categories were taken into account. These ranged from 1 (never clear) to 4 (always clear).
[65]Chi-square=40.33, df=21, p=0.007.

their training were (always or usually) clear. Within the secondary phase (Table 3.14), the two groups of student teachers most likely to report that the links between theory and practice were clear to them were those following SCITT (90%) and BA/BSc QTS (91%) programmes. Tables 3.13 and 3.14 also show that, with the exception of primary and secondary SCITT trainees, and secondary BA/BSc QTS trainees, who all had a mean rating of 3.2, the mean for respondents following all other routes, whether at primary or secondary levels, was the same at 3.0. The observed differences across ITT routes were found to be statistically significant within both the primary and the secondary educational phases.[66]

Table 3.13: Generally speaking, how clear would you say the links between the theoretical and practical elements of your training have been? (Primary phase respondents)

	Per cent (%)					*SCALE MEAN (X)*	No. of cases
	Always clear	Usually clear	Often not clear	Never clear	Don't know		
SCITT	30	59	10	1	0	*3.2*	**119**
GRTP	20	61	17	2	1	*3.0*	**189**
Flexible PGCE	19	68	11	2	0	*3.0*	**63**
BEd	16	72	13	0	0	*3.0*	**197**
PGCE	16	69	14	1	0	*3.0*	**288**
BA/BSc QTS	15	73	12	(0)	(0)	*3.0*	**632**
Total	17	69	13	1	(0)	*3.0*	**1,488**

Chi-square: p=0.003. Percentages may not sum to 100 due to rounding.

Table 3.14: Generally speaking, how clear would you say the links between the theoretical and practical elements of your training have been? (Secondary phase respondents)[67]

	Per cent (%)					*SCALE MEAN (X)*	No. of cases
	Always clear	Usually clear	Often not clear	Never clear	Don't know		
SCITT	28	62	11	0	0	*3.2*	**172**
BA/BSc QTS	26	65	8	1	0	*3.2*	**137**
Flexible PGCE	24	55	21	0	0	*3.0*	**58**
GRTP	20	62	16	1	1	*3.0*	**298**
PGCE	15	67	16	1	(0)	*3.0*	**731**
Total	19	65	15	1	(0)	*3.0*	**1,396**

Chi-square: p=0.002 Percentages may not add up to 100 due to rounding.

As found in relation to previous questions, further to the differences between the responses of student teachers following different ITT routes, some differences also

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[66]Primary phase: chi-square=34.14, df=15, p=0.003. Secondary phase: chi-square=31.19, df=12, p=0.002.
[67]Numbers of secondary BEd trainees (22) were too small to include in the table.

exist between the responses of trainees following the same ITT route with different providers, regarding the clarity of the links between the theoretical and practical elements on their programmes. For example:

- **Twenty-eight and 20 per cent of those following secondary PGCE programmes at two providers reported that links between the theoretical and practical elements of their courses were 'always clear',** compared with **12 per cent of respondents from two other providers who reported this.** A chi-square test revealed that these differences were statistically significant.[68]

Results of regression analysis

A binary logistic regression analysis was carried out to test whether ITT route and each of a number of other 'explanatory variables', namely age, gender, ethnicity and educational phase, had an independent effect on trainees' responses regarding the clarity of the links between theory and practice.[69] The results are presented in Table 3.15.

Table 3.15: Binary logistic regression results

Links between theory and practice in ITT - 0: Usually or always clear, 1: Never or often not clear		
EXPLANATORY VARIABLES	*B*	*Beta weights*
GENDER[70]		
Male trainee	0.51*	0.21*
AGE[71]		
25-34 years old	0.49*	0.23*
35-44 years old	0.63*	0.23*
45-plus	0.82*	0.17*
EDUCATIONAL PHASE[72]		
Secondary phase	0.21	0.11
ITT ROUTE[73]		
SCITT	-0.50*	-0.16*
PHASE & GENDER INTERACTIONS		
Secondary phase & Male trainee	-0.56*	-0.21*
No. of cases	2,878	

*Denotes a statistically significant effect.

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[68]Chi-square=26.37, df=12, p=0.010.
[69]The outcome variable has been transformed to comprise two response categories as follows: (0) Always or usually clear and (1) Never or often not clear (see Appendix B).
[70]The reference group for gender is 'female trainee'.
[71]The reference group for age is 'under 25'.
[72]The reference group for phase is 'primary phase'.
[73]The reference group for ITT route is 'PGCE'.

Amongst those explanatory variables with a statistically significant effect on trainees' perceptions of the clarity of links between the theoretical and practical elements on their programmes, **the age group of the trainee had the largest effect size, followed by the respondent's gender and ITT route,** in descending order. Further details are provided in Appendix B.

The differences between the responses, to this question, of those in different age groups, and between men and women, are reported below.

Variation by age

Table 3.16 shows that whilst the mean scale rating was the same across the age groups (X=3), **older trainees were more likely to report that the links between theory and practice were 'often not clear',** with over one in five (21%) of those aged '45 or over' stating this, compared with slightly over one in ten (11%) of those aged 'under 25'.

Table 3.16: Perceptions of the links between theory and practice by age

| | Per cent (%) | | | | | *SCALE MEAN (X)* | No. of cases |
	Always clear	Usually clear	Often not clear	Never clear	Don't know		
Under 25	17	72	11	(0)	(0)	*3.0*	**1,444**
25-34	18	65	17	1	(0)	*3.0*	**951**
35-44	20	62	16	1	(0)	*3.0*	**556**
45-plus	22	57	21	1	1	*3.0*	**177**
Total	18	67	14	1	(0)	*3.0*	**3,128**

Chi-square: p<0.001. Percentages may not add up to 100 due to rounding.

Variation by gender

Overall, **86 per cent of female respondents** compared with **82 per cent of male respondents reported that the links between theory and practice on their ITT programmes were 'always' or 'usually' clear.** At the same time, 18 per cent of male respondents stated that such links were 'often not' or 'never' clear, compared with 14 per cent of female respondents.

3.9 Would student teachers choose the same ITT route and provider again?

Survey strand participants were asked about how they felt, at the end of their ITT programmes, about the original decisions they had made regarding the ITT route they would follow and the particular provider they would study with. With hindsight the majority of respondents (84%) indicated that they would follow the same ITT route and over three-quarters (76% actual, 75% weighted) of respondents indicated that they would do so with the same ITT provider (see Table 3.17).

Table 3.17: If you could go back in time, would you follow the same ITT route or not?

	Frequencies	Valid per cent (actual)	Valid per cent (weighted)
Yes, and with the same provider	2,268	76%	75%
Yes, but with a different provider	248	8%	9%
No	418	14%	14%
Don't know	46	2%	2%
No. of cases	**2,980**		

N=3,162 (missing values=182). Percentages may not sum to 100 due to rounding.

Variation by phase

There were statistically significant differences in the responses to this question between those training to teach primary and secondary school pupils, with **74 per cent of those training to teach at the primary level reporting that they would undertake the same ITT route again, and with the same provider,** compared with **79 per cent of those training to teach at the secondary level.**[74] Similarly, 17 per cent of primary phase respondents reported that they would not take the same route again, compared with 12 per cent of secondary trainees.

There were, however, no statistically significant differences between those training to teach different secondary subjects.

Variation by (and within) route

Interestingly, **at both the primary and secondary phase, a higher proportion of those following SCITT programmes reported that they would follow the same**

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[74]Chi-square=15.64, df=2, p<0.001.

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route again, both overall and at the same provider, compared with those following other ITT routes (see Tables 3.18 and 3.19). Eighty-six per cent of respondents following primary SCITT programmes and 85 per cent of those following secondary SCITT programmes stated that they would follow the same route again, whilst around a quarter of those following primary PGCE and secondary Flexible PGCE courses said that they would not choose the same route if they could go back in time. The differences in responses between those following different ITT routes (controlling for phase) proved to be statistically significant using chi-square.[75]

Table 3.18: If you could go back in time, would you follow the same teacher training route, or not? (Primary phase respondents)

	Per cent (%)				No. of cases
	Yes, and with the same provider	Yes, but with a different provider	No	Don't know	
SCITT	86	6	7	1	**111**
GRTP	83	4	11	2	**179**
Flexible PGCE	77	3	18	2	**60**
BA/BSc QTS	75	8	16	1	**610**
BEd	72	8	17	3	**196**
PGCE	63	10	25	2	**272**
Total	74	8	17	2	**1,428**

Chi-square: p<0.001. Percentages may not add up to 100 due to rounding.

Table 3.19: If you could go back in time, would you follow the same teacher training route, or not? (Secondary phase respondents)[76]

	Per cent (%)				No. of cases
	Yes, and with the same provider	Yes, but with a different provider	No	Don't know	
SCITT	85	6	8	1	**164**
BA/BSc QTS	81	5	14	0	**133**
PGCE	79	9	10	2	**658**
GRTP	76	10	13	1	**284**
Flexible PGCE	70	2	26	2	**50**
Total	79	8	11	2	**1,289**

Chi-square: p=0.006. Percentages may not add up to 100 due to rounding.

Again, further to the differences between the responses of student teachers following different ITT routes, some differences also exist between the responses of those following the same ITT route with different providers. For example:

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[75]Primary phase: chi-square=38.71, df=10, p<0.001. Secondary phase: chi-square=21.53, df=8, p=0.006.
[76]Numbers of secondary BEd trainees (21) were too small to include in the table.

- **Amongst primary BA/BSc QTS trainees, 81 and 80 per cent of respondents from two providers stated that, if they were to undertake an ITT programme again, they would follow the same route with the same provider,** compared with **62 and 69 per cent of those at two other ITT providers.** The results were statistically significant.[77]

Results of regression analysis

A binary logistic regression analysis was carried out to test whether ITT route, phase and each of a number of other 'explanatory variables' had an independent effect on trainees' responses to whether they would follow the same teacher training route again. The outcome variable was initially categorical with three response categories: (1) 'Yes, and with the same provider', (2) 'Yes, but with a different provider' and (3) 'No'. For the purposes of this analysis, it was necessary to aggregate the first two categories, thus transforming it into a dichotomous variable. The first category encompassed trainees who reported that they would choose the same route (either with the same or with a different provider) and the second category encompassed those trainees who would choose a different route.

Seven explanatory variables were entered into the regression model. These were ITT route, age, gender, ethnicity, educational phase, plus two additional variables based on trainees' responses to two questions from the 'Wave 1' survey: the first being whether a trainee had reported that they were following their first choice of ITT route, the second being the degree of confidence trainees reported having (on a four-point scale) in the effectiveness of their chosen route.

The results are presented in Table 3.20. Amongst those explanatory variables with a statistically significant effect, **educational phase had the largest effect size, followed by the respondent's ITT route, trainees' reported degree of confidence (at 'Wave 1') in the effectiveness of their chosen route, age, whether respondents had indicated that they were following their first choice route, and the ethnicity of the trainee,** in descending order. Further details of these analyses can be found in Appendix B.

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[77]Chi-square=15.74, df=8, p=0.046.

Table 3.20: Binary logistic regression results

Would you choose the same route again? - 0: Yes, 1: No		
EXPLANATORY VARIABLES	*B*	*Beta weights*
GENDER[78]		
Male trainee	0.02	0.01
AGE[79]		
35-44 years old	0.50*	0.18*
45-plus	0.85*	0.18*
EDUCATIONAL PHASE[80]		
Secondary phase	-0.98*	-0.49*
ETHNICITY[81]		
Black and Minority Ethnic (BME)	0.49*	0.13*
ITT ROUTE[82]		
BA/BSc QTS	-0.32*	-0.14*
Flexible PGCE	-0.59	-0.12
SCITT	-1.45*	-0.45*
GRTP	-0.87*	-0.32*
CONFIDENCE IN CHOSEN ROUTE		
(entered as ordinal variable)[83]	-0.40*	-0.23*
ROUTE OF FIRST CHOICE ('WAVE 1') [84]		
Yes, this route was my first choice	-0.57*	-0.17*
ROUTE & PHASE INTERACTIONS		
BA/BSc QTS & Secondary phase	0.72*	0.15*
Flexible PGCE & Secondary phase	1.80*	0.24*
SCITT & Secondary phase	1.12*	0.26*
GRTP & Secondary phase	1.32*	0.39*
ROUTE & GENDER INTERACTIONS		
GRTP & Male trainee	-1.26*	-0.25*
No. of cases	**2,528**	

*Denotes a statistically significant effect.

Variations in response according to student teachers' pre-course attitudes (i.e. their confidence in the effectiveness of their chosen ITT route and whether they were following their first choice route), and according to their age and ethnicity, are reported below.

Variation by reported pre-course attitudes

Eighty-seven per cent of those who indicated (at 'Wave 1') **that they *were* following their first choice route reported, at the end of their ITT, that they would choose the same route again if they could go back in time,** compared with

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[78]The reference group for gender is 'female trainee'.
[79]The reference group for age is 'under 25'.
[80]The reference group for phase is 'primary phase'.
[81]The reference group for ethnicity is 'white'.
[82]The reference group for ITT route is 'PGCE'.
[83]Not confident at all (1), Not very confident (2), Fairly confident (3), Very confident (4).
[84]0: No, this route was not my first choice, 1: Yes, this route was my first choice.

79 per cent of those who *were not* following their first choice route; whilst 14 per cent of those who stated that they *were* following their first choice route reported that they would not choose the same route again, compared with 22 per cent of those who indicated that they were not.

Eighty-seven per cent of respondents who (at 'Wave 1') **indicated that they were 'very confident', prior to starting their course, that their chosen route would prepare them to be effective teachers, stated** (at 'Wave 2') **that they would follow the same route again** (either with the same or a different provider) **compared with 77 per cent of those who indicated** (at 'Wave 1') **that they had been 'not very confident'.** On the other hand, 23 per cent of those who indicated (in 'Wave 1') that they were 'not very confident' that their chosen route would prepare them to be effective teachers, indicated that they would *not* choose the same route again, compared with a relatively low 11 nine per cent of those who had been 'very confident' in their chosen route at 'Wave 1'.

Variation by age and ethnicity

Table 3.21 shows that **older trainees tended to be less likely to state that they would follow the same route again (especially the same route with the same provider).** For example, whilst two-thirds (67%) of those aged '45 or over' stated that they would choose the same route and provider again, as many as 77 per cent of 'under 25s' and 78 per cent of those aged '25-34' said so.

Table 3.21: Willingness to follow the same route again by age and ethnicity

	Per cent (%)				No. of cases
	Yes, and with the same provider	Yes, but with different provider	No	Don't know	
AGE					
Under 25	77	9	13	1	**1,392**
25-34	78	8	13	1	**895**
35-44	72	7	18	3	**515**
45-plus	67	10	20	3	**153**
Total	76	8	14	2	**2,955**
ETHNICITY					
White	77	8	14	1	**2,757**
BME	68	10	19	4	**198**
Total	76	8	14	2	**2,955**

Age: chi-square: p=0.011. Ethnicity: chi-square: p=0.057.
Percentages may not add up to 100 due to rounding.

Table 3.21 also shows that **77 per cent of respondents from the majority ethnic group (white) reported that they would follow the same route again,** compared with **a relatively low 68 per cent of respondents from minority ethnic groups.**

3.10 Which alternative ITT route would student teachers choose?

Further analysis was conducted on the responses of those who stated that they would not follow the same route if they were to undertake ITT again. The results for those who stated that they would follow a different route, and who indicated which route(s) they would prefer to follow instead, are given in Table 3.22 below.

Table 3.22: Which route would you now be most likely to follow?

Route followed	Route which would follow (%)					
	BEd	BA/BSc QTS	PGCE	Flexible PGCE	SCITT	GRTP
BEd		19	48	7	10	7
BA/BSc QTS	6		55	7	4	9
PGCE	26	7		5	9	45
Flexible PGCE	14	5	43		10	24
SCITT	10	0	67	5		19
GRTP	12	2	56	22	0	

No. of cases=344.

The highest proportion of trainees who would choose to follow a different ITT route (44%) indicated that they would prefer to undertake a PGCE programme. Those who had actually followed a PGCE programme and who would choose a different route if they had their time again, most frequently stated that they would rather have undertaken a GRTP programme (45%), followed by BEd (26%) and SCITT (9%).

Those trainees who indicated that they would not follow the same training route again, were asked to indicate why. The most frequently cited reasons were:

- 'Would want a route which provides a better balance of in-school and out-of-school training' (24%)
- 'Would want a route which provides (more) financial assistance' (23%)
- 'Would want a route with a more manageable workload' (22%)

When we further analysed these responses by the ITT route of respondents (see Table 3.23) it was found that:

- a higher proportion of those following undergraduate (BEd and BA/BSc QTS) programmes stated that they would want a route with more financial assistance than those following other routes;

- a higher proportion of those following employment- and school-based routes (GRTP and SCITT) than those following other ITT pathways reported that they would like to follow a programme with a more manageable workload; whilst

- over a third of those following PGCE programmes stated that they would want a route which provides a better balance of in-school and out-of-school training.

Table 3.23: Reasons why trainees would not follow the same route again by route

	Better balance of in- and out-of-school training	More financial assistance	More manageable workload	No. of cases
BEd	7 (14%)	22 (44%)	6 (12%)	50
BA/BSc QTS	14 (12%)	57 (46%)	17 (14%)	124
PGCE	49 (35%)	12 (9%)	36 (26%)	139
Flexible PGCE	6 (25%)	0 (0%)	2 (8%)	24
SCITT	5 (21%)	1 (4%)	8 (33%)	24
GRTP	14 (25%)	2 (4%)	22 (39%)	57
Total	96 (23%)	94 (23%)	91 (22%)	418

3.11 Discussion and implications

Perceived value of aspects of training programmes

The fact that student teachers report that their school-based experiences are the most valuable aspect of their ITT is, in many respects, unsurprising, given that this research has found that student teachers enter their programmes expecting the school-based aspects of their training to be the most valuable (see Hobson and Malderez (Eds), 2005; Hobson *et al*., 2006). However, as being a teacher involves much more than enacting the front stage behaviours of in-class teaching, there are sound grounds for

including away-from-school aspects in any ITT curriculum. Every effort needs to be made, therefore, to ensure that these away-from-school aspects of training are perceived as valuable and relevant by student teachers by the end of their training.

Data from those few case study trainees who could not single out one element of the course as most helpful, or who selected HEI-based aspects of their training as the most valuable, provide some clues as to how to help more trainees see the utility of all parts of their training. These included trainees who perceived very clear connections between, and the relevance of, all parts of their course, as well as those whose 'away-from-school' study focused on, and involved practice in, a teacher's out-of-class practices (such as lesson planning).

Implications of these findings **for providers** include the need to continue to address issues of partnership, as well as the linking between different aspects of ITT courses from the student-teacher perspective. This could involve, for example, ensuring that each 'away-from-school' period begins with a 'what happened in school and what can we learn from it?' phase, which is then followed by a forward-looking phase explicitly preparing and planning for the next in-school experience during which the syllabus is 'covered' through student teachers' engagement in normal, out-of class practices for a teacher, such as, for example, planning, materials preparation, or learning to implement and trying out different techniques or strategies.

The pedagogical demands **for teachers of student teachers** of an approach such as that described above are many and are significantly different from those needed by teachers of pupils / students in schools. This is supported by increasing international interest and concern with an appropriate pedagogy for teacher education (e.g. Korthagen *et al*., 2001). It follows that programme personnel cannot rely solely on practices learnt as school teachers, or through their own likely 'apprenticeship of observation' (Lortie, 1975) as 'receivers' of ITT, and will therefore need to undergo considerable professional development.

Implications of the above **for policy-makers** include the need to strengthen support for the professional development of programme personnel, as well as to ensure that

there is sufficient time made available for all aspects of ITT programmes to be able to be effective, as well as effectively linked, from the perspective of the student teacher.

Perceived need for more or less of certain elements of programme content
Aspects of ITT which student teachers reported needing more or less of suggest, for example, a lack of sufficient interaction and coordination between individual programme personnel to avoid repetition of course content, which has implications for programme management. However, it is the range of responses that is the most striking, and which highlights the individual nature of the process of 'becoming a teacher'. Given that trainees begin this process with varying prior experiences, expectations and conceptions, as the initial phase of this study has demonstrated (Hobson and Malderez (Eds), 2005; Hobson *et al*. 2006), this is in many ways unsurprising. However, it does suggest the need for further work on individualised and responsive provision.

For **providers**, the main implication of this would seem to be the need for local flexibility in provision both during any one course and from one year's programme to the next, so that the specific needs of particular groups, and of individuals within them, can be met. In conjunction with any objective assessment of what student teachers may lack or need with regard to their development as teachers, decisions would need to be made taking into account trainees' own perceptions of 'need' or 'want'. As well as catering for 'client satisfaction', such an approach allows teacher educators to act on indications of a 'readiness to learn' which both addresses issues of relevance as well as making deep, transformative learning more likely. In turn, this suggests the need for regular elicitation of student teachers' perspectives on their learning and their needs at programme level and on frequent occasions during their course, as opposed to, for example, only summative evaluations which might affect the next cohort's experiences.

This approach also has considerable implications for **programme personnel** who would need to be both able and willing to listen and act upon indications of individual or particular group needs or wants. Such flexibility year after year makes considerable demands on programme personnel, particularly in terms of the time needed to constantly redesign sessions and courses, and it may also require additional

professional development in attendant techniques and procedures. Implications **for policy-makers** include the need for continued demonstrable support for such an approach in documents, funding, and professional development opportunities.

The nature and extent of support received by trainees during ITT

With respect to the nature and extent of support received by trainees, the findings suggest that there is more work to be done in this aspect of provision. (Whilst the majority of survey respondents were positive about this aspect of provision, 21% of actual respondents (23% weighted) reported that support was less than 'good'.) Support within the context of ITT includes both the 'scaffolding' of individual learning and emotional support for what has been revealed to be a highly emotionally-charged process. Both of these processes need to be competently and responsively executed and require considerable skill and knowledge.

The more detailed findings from the analyses considering the impact of the various variables on trainees' perception of the adequacy of support provided during their ITT programmes, suggest both further interpretations, as well as further implications for policy and practice, including potential specific training needs for some programme personnel. For example, interpretations of the data regarding the impact of the **age** of respondents on their likely appreciation of the support received include the fact that younger student teachers are, by virtue of having lived less long, less likely to be aware of what it is they don't know or the type of support they might have received, and be therefore less critical than their older colleagues. It is possible also that the support was in fact appropriate for younger trainees, but less so for those who were older. This might be explained by a lack of awareness or familiarity with appropriate strategies for teaching adult learners, and / or of the need to differentiate in this regard. Again, the less a tutor has had time / opportunities to develop the additional knowledge-base required over and above that of a school teacher, the more likely they are to teach to the younger age-group.

The findings on the relationship between student teachers' **pre-course concerns** about whether they would receive sufficient help during their ITT and their ratings of the quality of actual help received, highlight again the need for individualised provision, and perhaps the necessity of every course, and tutor, becoming aware of

each trainee's concerns from the start of their training, and tailoring that training accordingly.

That a significant minority of trainees overall were less than satisfied with the support received during their ITT again suggests a need for more opportunities for development for all those who teach future teachers – particularly if such **programme personnel** have had little time to acquire the additional knowledge base that differentiates school teachers from teachers of teachers. Such work, as the more detailed analyses have revealed, would need to address differentiation and the individualisation of provision within group settings, as well as in one-to-one mentoring or tutoring and, within that, specifically age-related pedagogies, the combining of, and tensions between, providing scaffolding (educational support for learning professional practices) and emotional support.

The Standards

The reported findings of student teachers' attitudes towards the Standards has logistic implications for **providers** as well as **policy-makers** and these findings suggest that further work is needed on the part of **providers** and **programme personnel** in helping trainees find the relevance and utility of working with the Standards, which in turn, might require appropriate development opportunities. Given that the achievement of some of the Standards seems context-dependent, consideration might be given to this in future revisions. For example, it might be possible to create an 'essential' generic category and a 'desirable' or 'depending on context / opportunity' category.

Balance and clarity of links between the 'theoretical' and 'practical' elements of ITT

There is further support in these findings for the need for **providers** to continue to address coherence, balance and linkage within all programmes, with the implications already mentioned. In addition, while current socio-cultural and skill theory views of teacher learning (as well as the need to meet a beginner teacher's expectations born of the lay view of being a teacher as largely concerned with the front stage behaviours of teaching) support the inclusion of significant amounts of in-school time on ITT programmes, there is some indication in the data from GRTP respondents that, even

in the perception of beginning teachers, it is possible to have programmes which are too heavily weighted with practical elements. This may have implications for policy.

The gender differences in these findings, given the large gender imbalance (in favour of females) on primary programmes, may in part explain the phase differences too. Work by Belenky *et al*. (1986), for example, suggests that there are gender-related differences between the ways males and females tend to know and come to know, and therefore in what counts as convincing evidence. The implications of this again relate to the potential need for **programme personnel** to take gender into account when considering differentiation and the individualisation of support (in both senses). This again may require opportunities for development, and the logistic support of both **providers** and **policy-makers**.

Finally, as we have seen in the 'Wave 1' data (Hobson and Malderez (Eds), 2005) only those theoretical elements which are not seen as immediately relevant and useful by trainees, will seem 'too theoretical'. Therefore, the connections that **programme personnel** are (or are not) able to help trainees make relate in part to their (teacher educators') individual pedagogies.

Support and information provided during ITT with regard to applying for their first teaching posts, and about their entitlements and responsibilities as newly qualified teachers (NQTs)

Whilst most case study trainees seem to have received support for the transition to NQT, there are some worrying aspects in the detail of these data, for example, the perception of some trainees that they had to rely on 'picking this information up' in their placement schools. Aside from the possibility that certain programmes failed to address this aspect, it is possible that programmes had in fact planned that this aspect should be covered more informally in schools, and such a response from student teachers, therefore, suggests a need for **providers** to raise this in partnership discussions, or at least to make clear to student teachers that this aspect is to be addressed in school. On the other hand, the data also provide details of practice which was seen as helpful by respondents. For example, a talk by a previous years' NQT was much appreciated.

Would student teachers choose the same ITT route and institution if they could have their time again?

Whilst the majority of respondents (84%) indicated that, if they could go back in time, they would follow the same ITT route again, there were both phase and route differences amongst responses to this question. In relation to phase, we have seen that 17 per cent of primary respondents reported that they would not take the same route again, compared to 12 per cent of secondary trainees. These findings may in part be explained by the fact that large numbers of respondents intending to teach in the primary phase were following undergraduate programmes. Given the tendency of primary phase trainees to find academic (theoretical) work less relevant (see Section 3.8.1) and the necessity for a first degree to include considerable amounts of academic training alongside professional training, it is perhaps unsurprising that some undergraduates might, with hindsight, believe that a different route to QTS might have been preferable. This suggests a need for undergraduate programme **providers** to continue to emphasise the fact that students are obtaining *both* a first degree *and* QTS, and to consider and advertise the potential benefits.

A further possible explanation of the above findings relates to financial matters, and the disappointment expressed in 'Wave 1' by many BA QTS trainees about the fact that they were not getting the financial support for training that PGCE students did, even if only in their fourth year (Hobson and Malderez (Eds), 2005).

As regards variation by route in relation to this question, we also reported in this chapter that a higher proportion of those following SCITT programmes (91-92%) than those following other ITT routes reported that they would follow the same route again, whilst over a quarter of those following primary PGCE (27%) and secondary Flexible PGCE (28%) courses said that they would not choose the same route if they could go back in time.

Explanations for these findings include the possibility that SCITT programmes are indeed more suited to fulfilling the needs of those becoming teachers in the current context. This could be because they were relatively recently designed and implemented. HEI-based PGCE programmes, on the other hand, have a long tradition and older ways of thinking are likely to endure beneath apparent changes in the

curriculum. There are differences, too, in the contexts and conditions in which personnel on these programmes work. Perhaps significantly, given earlier discussions on the need for differentiation and individualised support, the numbers of trainees on any one SCITT programme tend to be considerably smaller than numbers on PGCE programmes. On HEI-based PGCE courses with large numbers of trainees it is understandable that there will be considerable demands on programme management and staff if any degree of individualised supportive provision is to be effective. In addition, the main focus of the work of personnel on SCITT programmes is teaching and teaching teachers, and those currently involved in relatively recently developed SCITT programmes are perhaps more likely to be committed to the creative process of making the 'new' programme work.

On the other hand, the current context for the majority of HEI-based teachers of teachers is very different. In the past, tutors talked in terms of 'obtaining a PGCE post' and could devote much of their time to this work. However, PGCE students now spend two-thirds of their time in schools, and the finance remaining in the HEI for PGCE work means that such work can rarely fill the teaching workload of any one HEI-based secondary subject specialist. This, together with current Research Assessment Exercise (RAE) pressures, has led to a considerable diversification of focus and multiple pressures for many HEI-based staff, which, when compounded with relatively little contact with trainees (compared with previously), as well as large student numbers, might make the provision of individualised support difficult for HEI-based personnel and programmes.

4 Student teachers' accounts of their school-based experiences

Key Findings

- Where case study trainees felt positively about their school-based experiences, they often talked about placements in which:
    - ➤ they felt that they could talk with their mentor or another colleague who was concerned with their well-being and progress (37 out of 79);
    - ➤ were able to engage in professional dialogues, which helped them to think about their practice as teachers (32 out of 79); and
    - ➤ they felt part of the teaching community and had positive relationships with other teachers (31 out of 79).
- Where case study trainees reported experiencing difficulties during school-based placements, they identified a number of key issues, including the impact of the school ethos and relationships in schools (25 out of 79) and their relationships with their mentors (20 out of 79).
- Survey data on student teachers' ratings of their relationships with school-based mentors show that half of all respondents (50% actual, 51% weighted) rated such relationships as 'very good'; whilst only 4% rated these as 'poor or very poor'.
- Survey data on student teachers' ratings of their relationships with other school-based staff show that 43% of (actual) respondents (41% weighted) stated that their relationships with other teaching staff were 'very good' and 42% (39% weighted) rated their relationships with non-teaching staff as 'very good'.
- A higher proportion of GRTP trainees than those following other ITT routes rated their relationships with teaching staff and non-teaching staff in schools as 'very good'.
- Over 80% of respondents in the telephone survey rated both the assessment of, and feedback on, their teaching as either 'good' or 'very good'.

4.1 Introduction

School-based experiences are an integral part of student teachers' development as teachers, and provide them with important opportunities to develop their knowledge and skills in authentic school and classroom settings. In this chapter, we consider how student teachers felt about their school-based experiences on completion of their ITT. We first present the findings of our analyses of case study data to report:

(1) those things that trainees felt positively about regarding their school-based experiences; and

(2) the things that trainees reported feeling less positively, or feeling negatively, about.

We then present the results of our analyses of telephone survey data to show how student teachers evaluated:

(1) their relationships with their mentors, other school teaching staff and non-teaching staff;

(2) the assessment of their teaching; and

(3) the feedback they received during their ITT.

4.2 School-based experiences student teachers felt positively about

At a very general level, **when case study trainees were asked what aspect of their ITT they had considered most valuable, the majority (48 out of 79) gave the unprompted response 'being in school'**, with 17 trainees adding that 'teaching' and 'being a teacher' were the most valuable activities they had undertaken whilst in school(s):

> [The best thing has been] actually being in school and taking classes and teaching. *(Female, 20-24, PGCE, secondary, RE)*

> I just learnt so much during being in school and being part of the school and teaching the children, you learn a lot by actually doing the job, which is great, really enjoyable and if you have got the support there it is absolutely fantastic. *(Female, 20-24, BA QTS, primary)*

More specifically, where student teachers felt positively about their school-based experiences, they talked about placements in which:

(1) they felt that they could talk with their mentor or another colleague who was concerned with their well-being and progress (37)

(2) they were able to engage in professional dialogues, which helped them to think about their practice as teachers (32)

(3) they felt part of the teaching community and had positive relationships with other teachers (31)

(4) they had the freedom to experiment and develop as individual teachers (17)

(5) had been able to form positive relationships with pupils (11).

Below, we consider these points in greater depth, looking firstly at instances where student teachers have felt part of the teaching community in school.

4.2.1 Being part of the teaching community in school

When recalling positive school experiences, case study trainees often talked in ways which characterised their schools as 'communities', that is, as environments which encourage strong interpersonal relationships, a sense of belonging, and co-operative working to meet each others' needs. Seven trainees explicitly drew attention to the role of the head teacher in establishing a 'community' ethos:

> I think you can get a feel from the head how the staff are, and some heads have just been really friendly. *(Female, 20-24, BA QTS, primary)*

> The head has been very, very supportive. She said any time you want to come back, you're welcome to come and do whatever. *(Female, 30-34, Flexible PGCE, primary)*

This second quotation shows how the ethos in the school can help a student teacher develop a sense of belonging to a wider teaching community, even when only on a short term placement (i.e. 4-6 weeks). Supporting this, one student teacher talked about how building up good relationships helped her to overcome feelings of potential isolation when leaving her peer group and going into school(s):

I'm very glad that I've built up such good relationships with the other staff really because otherwise I would have felt quite isolated, I think. *(Female, 25-29, SCITT, secondary, MFL)*

Other case study trainees commented on the benefits of being part of a school community which promoted co-operative working with other teachers:

It's been a two form entry and there's been joint planning. I've spent a lot more time with colleagues because we've all been sharing ideas. *(Female, 20-24, PGCE, primary)*

A common theme, drawing together many aspects of how trainees felt about activities they had taken part in, was that they felt they were being treated as 'professionals' and as members of the teaching community – being able both to learn from the community as well as having expertise that they could contribute to it:

I quite often have people come to look to me at this stage for a bit of advice on how something's done… Within the whole school I'm looking at interacting maths with aspects of the curriculum so I'm working with the music teacher to get decibel meters and then relating that to ratios and things and similarly in other subjects... I've really developed that willingness to talk to people about how they're doing something and make use of it immediately, rather than thinking well I'll do it my own way, so I think that's something that's developed through the [GTP] programme. *(Male, 25-29, GTP, secondary, maths)*

This experience was particularly valued by this student teacher as his expectations on starting his GTP (shaped by his previous experiences as a supply teacher), had precluded such feelings of 'belonging' to a teaching community:

[M]y previous experience, no-one ever looked into your classrooms, no-one ever came in and talked about how I was teaching or the methods I was using, I certainly didn't get much advice in that regard, so from coming from no experience and no training I was just presuming that it would be along the same lines in terms of the interactions, and I thought that the training would come primarily from college.

4.2.2 Positive relationships with mentors, other school staff and pupils

The ways in which case study trainees talked about their relationships in schools demonstrates the importance they placed on having supportive relationships on a

number of levels, including both on a one-to-one basis (notably with their mentor) and within a supportive network of other teachers and support staff, whether within a department or within the school as a whole. The relationships mentioned by the highest numbers of trainees as being positive, were with:

- school mentors (37)
- teachers in general (31)
- teachers they shared classes with (distinct from mentors and teachers in general) (12)
- school support staff (12)
- head teachers (7).

The relationship student teachers most often reported as valuable was the relationship they had with their mentor in school. Some of those who felt that they had good mentors considered themselves fortunate, recognising just how much their mentor(s) contributed to their training:

> I was very, very lucky. I think teaching practice really depends on your mentor and I was very lucky in the school that I was in. It had a really good set up and a really good mentor system. *(Female, 30-34, BEd, secondary, ICT)*

> My mentor has probably been the most influential person [in my training]. Some of the other students I have talked to, they have not got on with their mentors at all, they have had really bad experiences. I can't say that at all, mine's been really good and I think it is really dependent on how your course goes, who you have got as a mentor. *(Female, 30-34, RTP, secondary, ICT)*

Often student teachers were keen to stress the importance of a supportive one-to-one relationship, and the specific needs this helped them to address. For example, one student teacher talked about how she felt her mentor instinctively understood her concerns and responded to these:

> I felt [my mentor] knew me… he knew the areas I had fears about and thinking I really needed to get a handle on as I was training, and he talked to me about these things very easily, and had an intuition of what I was thinking, and he helped me through so he did a major role in filling those gaps that I had in my knowledge. *(Female, 40-44, Flexible PGCE, secondary, science)*

Mentors' abilities to adapt the support they offered in order to meet student teachers' changing needs were particularly valued by some case study trainees:

The reason why the mentors were good was that they were able to adapt what was required at the various stages of the course. *(Female, 40-44, GTP, secondary, MFL)*

That mentors would have time to spend with trainees, either on a formal or informal basis, was also reported to be a valuable aspect of some trainee-mentor relationships:

[At] the first school the mentor was very supportive, he always had an hour a week that was set aside for me, but I could go to him at any time and he would just put whatever he was doing aside and have time to talk to me. *(Female, 25-29, PGCE, secondary, history)*

A further valuable aspect of the trainee-mentor relationship identified by a number of trainees was their mentor's understandings of the requirements of particular training programmes:

My mentor had done a PGCE at my university so she already had a good relationship with the university and it was a lot more positive an experience. The mentor really knew what she was doing. *(Female, 25-29, Flexible PGCE, primary)*

Whilst, as seen above, many student teachers talked about the value of having a well-established mentor, one trainee explained how having a mentor who was new to the mentoring role encouraged a collaborative working partnership to develop:

[W]e'd sort of play it off each other, we'd look and say we haven't done that and we should do this and, you know, but it, yes, there has not been a problem there. *(Female, 35-39, GTP, secondary, PE)*

For another case study trainee, whose assigned mentor was absent from school for much of her placement, just the knowledge that another teacher in the school was prepared to take on the role of a 'named individual' whom the trainee could turn to when necessary, was reported as a positive aspect of her experience:

I persuaded this lovely man who was just an ordinary teacher, not a mentor, into being my mentor. So he did, so then I felt better. It was silly really because it was all just in the mind, but because he said, 'OK, I'll be your mentor' I then felt I have got someone if I want to… So that made that [situation] better. *(Female, 45-plus, BA QTS, secondary, ICT)*

Beyond relationships with school-based colleagues, 11 student teachers also reported, without specific prompting, that they felt positively about the relationships that they had formed with pupils they had taught during their school-based experiences. Illustrative quotations are provided below:

> I did enjoy it actually… I mean the kids although they had their problems and there were some really problem children there, it was actually enjoyable. The children in the class were really nice and very sociable and friendly, you know. (*Female, 35-39, GTP, secondary, history*)

> … a good teaching practice was where I responded well to the children and built good relationships with them. (*Female, 20-24, BEd, primary*)

4.2.3 Professional dialogue and 'feedback'[85]

As mentioned above (Section 4.2.2) relationships with school staff, were important to case study participants. A culture of 'openness' in which other staff were willing to share their knowledge and expertise, and to be observed, appears central to this, as does trainees' willingness to engage with the ideas presented to them in school. For example, **24 trainees talked about the benefits of observing other teachers**, often because it enabled them to see new techniques, such as those relating to behaviour management, being used in the classroom:

> I have been very lucky with the teacher I've been placed with. Her behaviour management is superb. The course did give us [lectures] on behavioural management but obviously it was very general but my teacher uses a lot of non-verbal techniques to start them working and to quieten them down [and] I've never shouted since I've been there… It's very nice and calming. It's really nice to see that in action. I've been very lucky in that placement. *(Female, 20-24, SCITT, primary)*

> I think watching really good lessons in schools… I love watching other people, especially if they have got a really nice way of doing things because I think then you pick up and kind of take away part of that teacher really. *(Female, 20-24, BEd, primary)*

> I saw one particularly excellent teacher at my last placement school… he's the science specialist there and the way that he taught science was just so brilliant and he really doesn't know how much he inspired me but he really did and I saw that energy from him and I realised that what he was doing wasn't

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[85]The term feedback is placed in inverted commas because, whilst this is widely used to refer to mentors' and other teachers' / tutors' comments on trainees' teaching, the 'true' source of feedback is the students / pupils who are being taught.

particularly innovative it was just that he approached it with that energy, it really worked. *(Female, 20-24, PGCE, primary)*

Twelve trainees also talked about the importance of their relationships with non-teaching support staff. In particular, they indicated how, over time, they came to appreciate the value of working with Learning Support Assistants (LSAs) and Teaching Assistants (TAs):

> A good TA is invaluable, I found that one out. I must admit I had a teaching assistant in Year 2, but if I am honest I didn't use her as much as I have used the ones in Year 3. She was absolutely great, she knew the children whereas I didn't to start with, and she would do a session for me. I would plan the lessons for her to go and take groups out or take groups to the other side. *(Female, 35-39, BA QTS, primary)*

> I work quite closely with the TAs which has been really good and they are really supportive and I used to really not direct them very much but now I am much more confident… I get them to help a couple of others or something for part of the lesson. *(Female, 25-29, SCITT, secondary, MFL)*

That many student teachers were able to form co-operative and supportive relationships, and engage in professional dialogue, is also seen when exploring some of the other activities that they felt to be beneficial during their school-based experiences. For example, **over a third of case study trainees (28) reported (without specific prompting) that being observed teaching was a positive experience.** Of these 28 trainees, many appreciated being able to talk to other staff about these observations:

> Because we have to get lessons observed every now and again by our host teachers, that's very good in boosting our confidence because they mainly have to say what was good about the lessons and they give you targets so, you know, even if you have had an awful lesson they will still pick out five things [where] you have dealt with things. So, yes, it is you knowing that you can do it that boosts your confidence but it is also people telling you and going 'wow, I've seen you do this'. *(Female, 20-24, PGCE, primary)*

> The second placement was fantastic and I was always asked my opinion before [the teachers observing] expressed their opinion about how a lesson had gone and anything that they didn't think I had done particularly well they wouldn't criticise but say they'd give me advice on how I could improve it and I just felt that they were teaching me on how to be a teacher rather than just telling me what I had done wrong. *(Female, 20-24, PGCE, primary)*

My feedback was good and it was always constructive and he would give you ideas so he wouldn't just criticise you and say you would need to do that differently, he would criticise you and say, you might have tried doing it this way or tried these questions, or this approach. *(Female, 40-44, Flexible PGCE, secondary, science)*

Another source of constructive feedback referred to by three case study trainees was to involve pupils in the evaluation and development of their teaching activities and resources:

I have really valued it because they are quite happy to speak out and say exactly what they think so I think having looked at those now from some of my schemes of work I realise that the ones where I have put the most in were [the] ones that I got the most out of. *(Male, 45-plus, SCITT, secondary, music)*

On a less formal basis, a small proportion of trainees reported using pupils' reactions during lessons as a marker of how well they felt they were teaching. For example, one trainee highlighted a specific instance in which she felt she had made a 'breakthrough' in her work with a particular pupil:

There's one child [who] lacks confidence when it comes to being around teachers or just doing active things. In my intro' I did a lot of role plays and suddenly… [H]e was enjoying it and wanted to do more and it touched me. I thought I'd just got through to a child when normally [you] can't get the day of the week out of him. It was like a total change. *(Female, 20-24, SCITT, primary)*

4.2.4 Freedom to experiment

Seventeen case study trainees spoke in positive terms about having had opportunities to try new ideas while in school, and to find out what 'suited them' as teachers. The majority of these student teachers drew attention to the role their mentors and other teachers had played both in helping them to develop the confidence to experiment and / or to 'go it alone', and in creating safe environments in which they could experiment:

The school I was in pushed me to do more my own thing whereas my previous two placements let me rely on them quite a lot more and lean on them I guess, whereas in my last school the teachers basically said 'no, it is up to you to go off and do it' and then that made me realise that I could do it. *(Female, 20-24, PGCE, primary)*

In the last two schools I have worked with some people who were very keen teachers and also understood I think the role of being a student. They were very into letting me get involved in whatever I wanted to do and almost saying 'this is how we have done this, if you want to do something slightly different, that's OK'. They supported me in learning on the job I think… I kind of had this safety net to do that… I was able to go and play but I was looked after. *(Male, 35-39, BEd, primary)*

Having considered those features which characterise the experiences case study trainees reported as having been broadly positive, we turn now to consider experiences which student teachers reported feeling less positively about.

4.3   School-based experiences student teachers felt less positively about

Where case study trainees reported experiencing difficulties during school-based placements, they identified a number of key issues, including:

(1) **the impact of the school ethos and relationships in school (25):** including a non-collegial school ethos, training in schools which were unsupportive of HEI requirements, and training in schools in challenging circumstances.

(2) **relationships with mentors (20):** including non-supportive relationships with their mentors, not having sufficient time in school(s) to form positive relationships and not being allowed the freedom to develop their own teaching styles.

(3) **'feedback' (10):** including inappropriate forms of criticism from mentors and other teachers.

Each of these key issues are explored below.

4.3.1 School ethos and relationships in school

Six student teachers reported that they were placed in schools whose circumstances they felt were inappropriate to their needs as trainees, with four of these trainees being placed in schools in challenging circumstances:

[The school] was on a temporary site, and it looked like a derelict building. Windows smashed, fences just ripped down, it just looked awful and then the

actual practice itself, oh, god knows why they should have chose that class [for] me, but it was totally inappropriate for a student to be teaching that class. It was one of the most challenging classes in the school, which was itself very challenging… at points my class teacher did come in and make interventions on my behalf, essentially mass bollockings. *(Male, 25-29, PGCE, primary)*

Fifteen student teachers reported negative feelings relating more specifically to schools' internal structures, organisation and / or ethos. Some of these trainees drew attention to what they perceived as the hierarchical organisation of some placement schools and / or to a lack of sharing and co-operative work between staff members:

You're at the bottom of the pecking order and I suppose I wasn't prepared for there to be as many political games as there can be in a school… the head of department was just difficult to get along with in some ways but as a trainee you are bound by an obligation to be ultimately professional even if others aren't. *(Female, 20-24, PGCE, secondary, RE)*

We tended to have our own resources and own ways of doing things and sometimes if you asked them to share them with you they weren't particularly happy to… You were pretty much out there on your own, people would help if you asked them directly but they wouldn't necessarily share their resources with you willingly. *(Female, 40-44, Flexible PGCE, secondary, science)*

4.3.2 Relationships with mentors

Fifteen case study trainees reported having poor relationships with one or more of their mentors. They indicated a range of factors which they felt had mediated against forming effective professional relationships. These included:

(1) Feeling that ideas to assist their development as teachers were not identified

Class management, all the way through nobody pulled me up on it and said 'hold on, let's have a look at your class management'. No-one said 'this is your weakness' and it is something I struggled with quite a lot. *(Female, 20-24, PGCE, primary)*

The head teacher was molly-coddling. She was very lovely, but she wanted to be everybody's mother, if you know what I mean. So she was very nice but she didn't really point me in the directions that I was doing well in and things like that, whereas on my second and third placements they were much more professional about it. *(Female, 25-29, Flexible PGCE, primary)*

(2) Feeling that their freedom to develop as teachers was restricted, for example because they were under pressure to adopt a particular teaching persona

> [My class teacher] always had really bad jokes in his teaching and the kids loved him for that but I couldn't be like him and sometimes I felt he wanted me to do lessons like him and he found it hard if I didn't do what he wanted me to do. *(Female, 40-44, Flexible PGCE, secondary, science)*

> [My class teacher said] 'oh you shouldn't be doing that, and you shouldn't be doing that, you are not prepared, you should be doing this' and I was kind of a bit disheartened because I felt all of that work, it is worthless because I have got to do it your way, and you know, that is wrong. *(Female, 20-24, BEd, primary)*

(3) Feeling that they were not allowed to take on the teacher role in the classroom

> She seemed very reluctant to let go of her classes I thought. I did find that very difficult because she would take over the class. The kids didn't know who was the teacher half of the time. I didn't want to cause any problems with it so I just stepped back and I didn't think that was very good. *(Female, 45-plus, SCITT, secondary, ICT)*

In other instances, factors reported by student teachers as causing friction in their mentor-mentee relationships tended to be of a more practical nature, relating to:

(1) The requirements of ITT programmes

> It was fairly positive, it was just that [my mentor] didn't really want to do it. It wasn't that she had a problem with me, it was just she was a bit lazy, and didn't want to do the observations and paperwork and things. I don't think she saw the point in that. *(Female, 20-24, Flexible PGCE, secondary, ICT)*

> Sometimes we were just lost as to where I was supposed to be and what she was supposed to do for me and what I was supposed to do for her. She is not enamoured with the course, won't be doing it next year, I think because she didn't realise how much she would have to put into it… but we get on like a house on fire, so that's great, besides from that sort of professional thing. *(Female, 20-24, SCITT, secondary, arts)*

(2) Limitations on the amount of time mentors were able to spend with mentees

> That's probably one of the things that I was a bit disappointed with, I don't think I got quite as much from them [my mentors] as I'd probably expected to get… Time, time with them… We were supposed to have but that didn't always actually materialise. *(Female, 45-plus, SCITT, secondary, ICT)*

The teacher used to come in at about half past eight and leave at half past three, so I didn't really get much support from her at all… I think it was two weeks into my placement and I thought I really can't do this because obviously I wasn't getting the support and I was in floods of tears. *(Female, 25-29, Flexible PGCE, primary)*

(3) The numbers of student teachers in school at a given time

They had two graduate teacher trainees and they had two other students who came in, which for a seven class school was a lot of students in. It took a while to get to know who was staff and who was students. (*Female, 35-39, Flexible PGCE, primary)*

In three instances, student teachers reported having no mentor:

My teacher was off on sick leave because she hurt her back and then she was off for most of my placement so that was a very bad placement because I didn't get any support. Nobody in the school went out of their way to support me. *(Female, 20-24, PGCE, primary)*

It is important to note, however, that where trainees reported having no school-based mentor, this appeared to be due to (i) the designated mentor being away from school through illness, or (ii) to the mentor having left the school (e.g. for another post) during the trainees' school-based experience.

4.3.3 'Feedback'

Where student teachers felt that comments from mentors and other teachers in schools on their teaching / development had been unduly negative or presented inappropriately (10), they often talked about how they felt that the feedback that they received had:

- undermined their confidence in their own abilities; or
- not met their expectations of how a teacher should behave on a professional level.

For example, some student teachers commented that they found it hard to reconcile ideas such as the need to give pupils 'positive praise' with the ways in which their own teaching was reviewed, and they felt that staff should have been modelling more appropriate teaching strategies:

They were very negative. They were very big on positive reinforcement of the children but they didn't seem to want to put that into their professional dealings with other people as well. *(Male, 20-24, BA QTS, primary)*

I just felt there were bits [of criticism] that were picky and [the teachers had] not given enough thought into what they actually meant. You do go through very low stages on this course… and something like that can shove you right down to the bottom and you think 'no I don't need this in my life, I don't need to be made to feel inadequate'. You know you are a trainee, you know you are not going to be perfect. I thought they would understand that. *(Female, 45-plus, SCITT, secondary, ICT)*

He found it hard I think to give any praise… he would go 'This went well but…' and then he seemed to focus dreadfully on the things that hadn't gone so well and it tended to make me feel very demoralised on the whole. *(Female, 40-44, Flexible PGCE, secondary, science)*

Having considered school-based experiences which trainees have felt positively about, and those which they have felt less positively about, we turn now to consider how, when participants in the telephone survey were asked to reflect upon their school-based experiences throughout their ITT as a whole, they rated:

- the relationships they formed during their ITT with staff in placement schools; and
- the assessment of, and feedback on, their teaching during their school-based experiences.

4.4 Student teachers' relationships with school-based staff during their school-based experiences

Student teachers were asked, via the telephone survey, to rate the relationships they formed with school mentors, other teaching staff and non-teaching school staff, in their teaching placement schools. The data reveal that the majority of trainees rated such relationships as either 'very good' or 'good.' The results are shown in Tables 4.1 through to 4.3. They show, for example, that **half of all respondents** (50% actual, 51% weighted) **indicated that their relationships with their school-based mentors were 'very good', whilst relatively fewer but nevertheless around 40 per cent of respondents also stated that their relationships with other teaching and non-teaching staff were 'very good',** and around nine in ten indicating that such

relationships were either 'good' or 'very good'. Four per cent of respondents stated that their relationships with their mentors were either 'poor' (3%) or 'very poor' (1%), whilst five per cent indicated that they could not generalise about this due to the variety of experience across their placement schools.

The data in the last columns of Tables 4.1 through to 4.3 have been weighted for the variable 'ITT route' to provide percentages that are likely to be more representative of the body of student teachers nationally (see Chapter 2).[86]

Table 4.1: Thinking about your ITT programme, how would you rate your relationships with school mentors in your teaching placement schools?

	Frequencies	Valid per cent (actual)	Valid per cent (weighted)
Very good	1,589	50%	51%
Good	1,049	33%	32%
Neither good nor poor	215	7%	8%
Poor	104	3%	3%
Very poor	34	1%	1%
Can't generalise	158	5%	5%
Don't know	8	(0)%[87]	(0)%
No. of cases	**3,157**		

N=3,162 (missing values=5). Percentages may not sum to 100 due to rounding.

Table 4.2: Thinking about your ITT programme, how would you rate your relationships with other teaching staff in your teaching placement schools?

	Frequencies	Valid per cent (actual)	Valid per cent (weighted)
Very good	1,342	43%	41%
Good	1,441	46%	46%
Neither good nor poor	202	6%	8%
Poor	49	2%	2%
Very poor	12	(0)%	1%
Can't generalise	99	3%	3%
Don't know	7	(0)%	(0)%
No. of cases	**3,152**		

N=3,162 (missing values=10). Percentages may not sum to 100 due to rounding.

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[86]As indicated in Chapter 2 aggregate figures only are weighted throughout the report.
[87](0)% stands for 'less than 0.5'. The same applies to all the tables in this chapter.

Table 4.3: Thinking about your ITT programme, how would you rate your relationships with non-teaching staff in your teaching placement schools?

	Frequencies	Valid per cent (actual)	Valid per cent (weighted)
Very good	1,329	42%	39%
Good	1,500	48%	49%
Neither good nor poor	232	7%	9%
Poor	40	1%	1%
Very poor	10	(0)%	(0)%
Can't generalise	19	1%	1%
Don't know	9	(0)%	(0)%
No. of cases	**3,139**		

N=3,162 (missing values=23). Percentages may not sum to 100 due to rounding.

4.4.1 Variation in student teachers' ratings of their relationships with their mentors

Variation by phase

There were statistically significant differences in respondents' ratings of their relationships with school-based mentors by educational phase.[88] **Fifty-five per cent of those training to teach in secondary schools rated their relationships as 'very good', compared with 45 per cent of those training to teach in primary schools** (see the 'Total' rows in Tables 4.4 and 4.5 below).

There were, however, no statistically significant differences between those training to teach different secondary subjects.

Variation by (and within) route

Tables 4.4 and 4.5 show the responses of student teachers, by route, for those training to teach in the primary and secondary phases, respectively.

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[88]Chi-square=46.49, df=6, p<0.001.

Table 4.4: Thinking about your ITT programme, how would you rate your relationships with school mentors in your teaching placement schools? (Primary phase trainees)

	Per cent (%)							*SCALE MEAN*[89] *(X)*	No. of cases
	Very Good	Good	Neither good nor poor	Poor	Very poor	Can't generalise	Don't know		
GRTP	67	18	6	5	2	2	0	*4.5*	**190**
SCITT	47	39	6	2	2	5	0	*4.3*	**119**
BA/BSc QTS	44	42	6	4	1	3	(0)	*4.3*	**630**
Flex. PGCE	43	38	8	5	0	5	2	*4.3*	**63**
BEd	40	46	7	3	1	3	0	*4.2*	**198**
PGCE	38	39	12	3	0	7	(0)	*4.2*	**287**
Total	45	39	8	4	1	4	(0)	*4.3*	**1,487**

Chi-square: p<0.001. Percentages may not sum to 100 due to rounding.

Table 4.5: Thinking about your ITT programme, how would you rate your relationships with school mentors in your teaching placement schools? (Secondary phase trainees)[90]

	Per cent (%)							*SCALE MEAN (X)*	No. of cases
	Very Good	Good	Neither good nor poor	Poor	Very poor	Can't generalise	Don't know		
BA/BSc QTS	57	30	7	2	0	4	0	*4.5*	**137**
SCITT	52	27	3	3	1	14	0	*4.5*	**172**
GRTP	62	23	8	5	1	2	(0)	*4.4*	**301**
Flex. PGCE	53	31	10	0	2	2	2	*4.4*	**58**
PGCE	53	30	7	3	2	7	(0)	*4.4*	**732**
Total	55	28	7	3	1	6	(0)	*4.4*	**1,400**

Chi-square: p=0.158. Percentages may not sum to 100 due to rounding.

Interestingly, **amongst those seeking to teach both in primary and secondary schools, a higher proportion of GRTP trainees than those from other ITT routes rated their relationships with their mentors as '*very good*'.** One explanation for this may relate to the larger amounts of time GRTP trainees tend to spend in schools during their training. For example, one case study GTP trainee argued that the success of a GTP programme:

> … depends hugely on your mentor. If you haven't got a good mentor in a supportive school then the GTP can be an absolute nightmare. I was lucky it wasn't. *(Male, 40-44, GTP, secondary, ICT)*

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[89]Unless otherwise stated, subgroups of trainees in this and other two-way tables have been rank-ordered by the highest arithmetic mean. Where the mean is equivalent across two or more subgroups of trainees, or if it cannot be calculated, these have been rank-ordered by the highest percentage selecting the most positive rating category (e.g. 'very good'). Where this percentage is still equivalent across two or more ITT routes, these have been rank-ordered by the highest percentage selecting the second most positive rating category (e.g. 'good').
[90]Numbers of secondary BEd trainees (22) were too small to include in the table.

On the other hand, seven per cent of primary GRTP respondents and six per cent of secondary GRTP respondents rated their relationships with their mentors as 'poor' or 'very poor'. The final columns of Tables 4.4 and 4.5 show that the highest mean ratings of trainees' relationships with their mentors were amongst primary GRTP trainees, secondary BA/BSc trainees and secondary SCITT trainees. Interestingly, **secondary SCITT trainees appeared to have the greatest diversity of experience, with 14 per cent of respondents stating that they could not generalise** about their relationships with their mentors, compared, for example, with just two per cent of secondary GRTP and Flexible PGCE respondents.

Using the chi-square test, the differences between the responses of those following different ITT routes (controlling for phase) were statistically significant for those training to teach in primary schools, but not so for those training to teach in secondary schools.[91]

In addition to the variations in responses by ITT route discussed above, the data also suggest that there are differences between the responses of survey participants following similar ITT routes with different providers, regarding their ratings of their relationships with school-based mentors.[92] For example:

- **Fifty-three and 49 per cent of primary BA/BSc QTS student teachers at two providers, compared with 46 and 22 per cent of those at two others, reported that their relationships with school mentors were 'very good'.**[93]

Results of regression analysis

An ordinal logistic regression analysis was carried out in order to examine whether ITT route, phase and a number of other variables, notably age, gender and ethnicity, had an independent effect on trainees' responses regarding their ratings of their relationships with their mentors. **The results show that the only statistically significant predictor was the age group of the trainee.**

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[91]Primary phase: chi-square=64.82, df=15, p<0.001. Secondary phase: chi-square=16.77, df=12, p=0.158. To avoid violation of the assumption of minimum expected counts, the response categories 'very poor' and 'poor' were collapsed in carrying out these tests.

[92]Only providers with 50 or more student teachers following the specified route were included in the above (and subsequent) analysis based on ITT provider.

[93]Chi-square=26.37, df=8, p=0.001. Categories 'very poor', 'poor' and 'neither good nor poor' were collapsed.

In the case of ITT route, whilst amongst primary phase trainees the chi-square test had showed an association between this variable and trainees' ratings of their relationships with school mentors, this association does not emerge in the regression results. The same applies to educational phase. This could be explained by the fact that the outcome variable (i.e. trainees' ratings of their relationships with mentors) has been transformed to include three, instead of the original five, response categories. This transformation appears to have reduced the magnitude of the differences between ITT routes and between the two educational phases.[94]

Table 4.6: Ordinal logistic regression results

Relationships with school mentors - 1: Poor or very poor, 2: Neither good nor poor, 3: Good or very good		
EXPLANATORY VARIABLES	*β*	*Beta weights*
AGE 35-44 years old 45-plus[95]	-0.39* -0.77*	-0.14* -0.16*
No. of cases	**2,966**	

*Denotes a statistically significant effect.

Variations in response according to trainees' age are illustrated below.

Variation by age

The responses of trainees from different age groups are summarised in Table 4.7 below. We can see, for example, that 52 per cent of those aged '25-34', compared with 42 per cent of those aged '45 or more', rated their relationships with their mentors as 'very good', and that **the mean rating was higher for the 'under 25' and '25-34' age group categories than for those aged '35 or more'.**

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[94]This transformation was necessary to secure the validity of the regression results, as retaining the original five-point scale would have led to the violation of the proportional odds assumptions. A multinomial regression was also carried out by entering the outcome variable with four response categories (instead of three): (1) 'very poor or poor', (2) 'neither poor nor good', (3) 'good' and (4) 'very good'. In this way, the two most positive categories (i.e. 'good' and 'very good') were kept separate to enhance the sensitivity of the model. ITT route, educational phase and ethnicity emerged as additional predictors from this model. Those from minority ethnic groups were less likely than trainees from majority (white) ethnic groups to rate their relationships with mentors as 'very good'.
[95]The reference group for age is 'under 25'.

Table 4.7: Trainees' ratings of their relationships with school mentors, by age

	Per cent (%)							*SCALE MEAN (X)*	**No. of cases**
	Very Good	Good	Neither good nor poor	Poor	Very poor	Can't generalise	Don't know		
Under 25	50	36	6	3	1	4	(0)	*4.4*	**1,445**
25-34	52	32	6	3	1	5	(0)	*4.4*	**950**
35-44	51	28	10	3	2	7	0	*4.3*	**559**
45-plus	42	29	11	6	2	10	1	*4.2*	**177**
Total	50	33	7	3	1	5	(0)	*4.4*	**3,131**

Age: chi-square: p=0.001. Percentages may not add up to 100 due to rounding.

4.4.2 Variation in student teachers' ratings of their relationships with other school teaching staff

Variation by phase

No statistically significant differences were observed between respondents training to teach in primary and secondary schools with regard to their ratings of their relationships with other teaching staff in schools (that is, teaching staff other than their school-based mentors). **The average (mean) rating in both groups of respondents was the same (X=4.2).**

Similarly, further analysis carried out within the secondary educational phase did not show any statistically significant differences between the responses to this question of trainees specialising in different subject areas.

Variation by (and within) route

Looking at the responses of trainees following different ITT routes we see that (again) **a higher proportion of GRTP trainees than those following other ITT routes, among those training to teach in both primary and secondary schools, rated their relationships with other teaching staff as 'very good' (65% and 55%, respectively),** whilst the mean rating amongst GRTP respondents is markedly higher at 4.6 than that for other routes (see Tables 4.8 and 4.9 below). The differences between the responses to this question of those following different ITT routes are statistically significant.[96]

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[96]Primary phase: chi-square=54.13, df=15, p<0.001. Secondary phase: chi-square=35.12, df=12, p<0.001. Categories 'very poor' and 'poor' were collapsed.

Table 4.8: Thinking about your ITT programme, how would you rate your relationships with other teaching staff in your teaching placement schools? (Primary phase trainees)

	Per cent (%)							*SCALE MEAN (X)*	No. of cases
	Very Good	Good	Neither good nor poor	Poor	Very poor	Can't generalise	Don't know		
GRTP	65	30	3	2	0	0	1	*4.6*	**190**
BA/BSc QTS	43	48	5	1	(0)	2	(0)	*4.4*	**631**
Flex. PGCE	40	49	6	0	0	5	0	*4.4*	**63**
BEd	43	42	8	3	0	4	0	*4.3*	**198**
SCITT	39	49	8	1	0	4	0	*4.3*	**119**
PGCE	33	52	9	1	1	4	(0)	*4.2*	**287**
Total	43	46	6	2	(0)	3	(0)	*4.3*	**1,488**

Chi-square: p<0.001. Percentages may not sum to 100 due to rounding.

Table 4.9: Thinking about your ITT programme, how would you rate your relationships with other teaching staff in your teaching placement schools? (Secondary phase trainees)[97]

	Per cent (%)							*SCALE MEAN (X)*	No. of cases
	Very Good	Good	Neither good nor poor	Poor	Very poor	Can't generalise	Don't know		
GRTP	55	36	6	2	0	2	0	*4.6*	**301**
BA/BSc QTS	38	53	5	1	1	3	0	*4.4*	**137**
Flex. PGCE	35	44	9	4	2	5	2	*4.4*	**57**
SCITT	45	44	4	2	1	5	1	*4.3*	**172**
PGCE	37	47	9	2	1	3	(0)	*4.2*	**728**
Total	42	45	7	2	1	3	(0)	*4.3*	**1,395**

Chi-square: p<0.001. Percentages may not sum to 100 due to rounding.

In addition to the variations in responses by route discussed above, the data also suggest that there are differences between the responses of survey participants following similar ITT routes with different ITT providers, regarding their ratings of their relationships with 'other teaching staff' in their placement schools. For example:

- **At two ITT providers, 54 and 48 per cent of primary BA/BSc QTS respondents, respectively, rated their relationships with other teaching staff as 'very good', compared with 31 and 26 per cent of those at two other providers.[98]**

Results of regression analysis

An ordinal logistic regression analysis was carried out in order to examine whether ITT route, phase, age, gender and ethnicity had an independent effect on trainees' ratings of their relationships with other teaching staff (apart from school-based

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[97]Numbers of secondary BEd trainees (22) were too small to include in the table.
[98]Chi-square=29.93, df=8, p<0.001. The assumption of minimum expected counts was not met.

mentors) in their teaching placement schools. The results show that only **two of these explanatory variables had a statistically significant effect on trainees' ratings of their relationships with other teaching staff. These were ITT route and ethnicity, with ITT route having the largest effect size.** Further details are provided in Appendix C.[99]

Table 4.10: Ordinal logistic regression results

Relationships with other teaching staff - 1: Poor or very poor, 2: Neither good nor poor, 3: Good or very good		
EXPLANATORY VARIABLES	*B*	*Beta weights*
ETHNICITY[100] BME	-0.70*	-0.18*
ITT ROUTE[101] BA/BSc QTS	0.60*	0.27*
SCITT	0.62*	0.20*
GRTP	0.61*	0.22*
No. of cases	3,021	

*Denotes a statistically significant effect.

Variations in response according to trainees' ethnicity are illustrated below.

Variation by ethnicity

The responses of student teachers from majority and minority ethnic groups are summarised in Table 4.11. We can see, for example, that **those from the majority ethnic group (43%) were more likely than those from minority ethnic groups (33%) to rate their relationships with other teaching staff as 'very good'.**

Table 4.11: Trainees' views on their relationships with other teaching staff by ethnicity

	Per cent (%)							*SCALE MEAN (X)*	No. of cases
	Very Good	Good	Neither good nor poor	Poor	Very poor	Can't generalise	Don't know		
White	43	46	6	2	(0)	3	(0)	*4.3*	**2,913**
BME	33	46	12	1	1	6	1	*4.2*	**211**
Total	43	46	6	2	(0)	3	(0)	*4.3*	**3,124**

Chi-square: p=0.001. Percentages may not add up to 100 due to rounding.

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[99]To enhance the sensitivity of the model, a multinomial regression was also carried out by entering the outcome variable with four response categories (instead of three): (1) 'very poor or poor', (2) 'neither poor nor good', (3) 'good' and (4) 'very good'. Age emerged as an additional predictor from this model. More specifically, trainees in the '35-44' age group were more likely to give a 'very poor or poor', and less likely to give a 'very good', rating of their relationships with other teaching staff than those aged '25 or less'. Age had a smaller effect size than ITT route, but a larger effect size than ethnicity.

[100]The reference group for ethnicity is 'white'.

[101]The reference group for ITT route is 'PGCE'.

4.4.3 Variation in student teachers' ratings of their relationships with non-teaching staff

Variation by (and within) phase

There were statistically significant differences in respondents' ratings of their relationships with non-teaching staff in their placement schools between those training to teach in primary and those training to teach in secondary schools.[102] For example, **47 per cent of those training to teach in primary schools rated their relationships as 'very good', compared with 37 per cent of secondary phase trainees,** whilst the mean rating of primary trainees is higher than that of their secondary counterparts (see the 'Total' rows of Tables 4.12 and 4.13 respectively).

Further analysis carried out within the secondary educational phase showed that there were also statistically significant variations in trainees' ratings of their relationships with non-teaching staff by subject specialism.[103] Most notably, **those training to teach science rated their relationships more highly than those training to teach other subjects.** The mean rating amongst science trainees was 4.4, followed by trainees specialising in technology and English (X=4.3). The lowest mean rating was found amongst trainees specialising in maths and physical education (X=4.1).

Variation by (and within) route

When we compare the responses of trainees by ITT route, we again find that (amongst both primary and secondary phase respondents) **GRTP trainees rated their relationships with non-teaching staff more highly** than those following other routes. As shown in Tables 4.12-4.13, 70 per cent of primary GRTP respondents and 52 per cent of secondary phase GRTP respondents rated their relationships with non-teaching staff as 'very good', compared, for example, with 35 per cent of primary phase PGCE trainees and 30 per cent of secondary Flexible PGCE trainees. The differences between the responses of those following different routes were found to be statistically significant.[104]

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[102]Chi-square=54.78, df=4, p<0.001.
[103]Chi-square=26.01, df=14, p=0.026. Categories 'very poor', 'poor' and 'neither good nor poor' were collapsed.
[104]Primary phase: chi-square=60.19, df=10, p<0.001. Secondary phase: chi-square=52.21, df=8, p<0.001. Categories 'very poor', 'poor' and 'neither good nor poor' were collapsed.

Table 4.12: Thinking about your ITT programme, how would you rate your relationships with non-teaching staff in your teaching placement schools? (Primary phase trainees)

	Per cent (%)							*SCALE MEAN (X)*	**No. of cases**
	Very Good	Good	Neither good nor poor	Poor	Very poor	Can't generalise	Don't know		
GRTP	70	28	2	1	0	0	0	*4.7*	**190**
BA/BSc QTS	48	46	5	1	(0)	(0)	0	*4.4*	**628**
Flex. PGCE	46	51	3	0	0	0	0	*4.4*	**63**
BEd	46	49	4	1	0	1	0	*4.4*	**198**
SCITT	42	51	7	0	0	1	0	*4.4*	**117**
PGCE	35	54	8	1	1	1	0	*4.2*	**287**
Total	47	46	5	1	(0)	(0)	0	*4.4*	**1,483**

Chi-square: p<0.001. Percentages may not sum to 100 due to rounding.

Table 4.13: Thinking about your ITT programme, how would you rate your relationships with non-teaching staff in your teaching placement schools? (Secondary phase trainees)[105]

	Per cent (%)							*SCALE MEAN (X)*	**No. of cases**
	Very Good	Good	Neither good nor poor	Poor	Very poor	Can't generalise	Don't know		
GRTP	52	41	5	1	0	(0)	(0)	*4.6*	**301**
BA/BSc QTS	33	53	9	5	0	0	1	*4.4*	**137**
Flex. PGCE	30	49	16	2	2	0	2	*4.4*	**57**
SCITT	42	48	6	1	1	2	1	*4.3*	**171**
PGCE	31	53	13	2	(0)	1	1	*4.2*	**722**
Total	37	49	10	2	(0)	1	1	*4.3*	**1,388**

Chi-square: p<0.001. Percentages may not sum to 100 due to rounding.

In addition to the variations in responses by route discussed above, the data also suggest that there are differences between the responses of survey participants following similar ITT routes with different ITT providers, regarding their ratings of their relationships with 'non-teaching staff' in their placement schools. For example:

- **Amongst primary BA/BSc QTS trainees, 56 and 53 per cent of respondents from two providers, respectively, rated their relationships with non-teaching staff as 'very good', compared with 33 and 32 per cent of those at two other providers.[106]**

- **Amongst secondary PGCE trainees, 41 and 38 per cent of respondents from two ITT providers, respectively, rated their relationships with non-teaching staff as 'very good' compared with 23 and 25 per cent of those at two other providers.[107]**

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[105]Numbers of secondary BEd trainees (22) were too small to include in the table.
[106]Chi-square=12.31, df=8, p=0.004. The assumption of minimum expected counts was not met.
[107]Chi-square=24.91, df=12, p=0.015. Categories 'very poor', 'poor' and 'neither good nor poor' were collapsed.

Results of regression analysis

When five explanatory variables (ITT route, phase, age, gender and ethnicity) were entered into a logistic regression model, it was found that **ITT route appeared to have the largest effect size in relation to this question, followed by educational phase and ethnicity,** in descending order. Gender and age did not have a statistically significant, independent, effect on trainees' responses.

Table 4.14: Ordinal logistic regression results

Relationships with non-teaching staff - 1: Poor or very poor, 2: Neither good nor poor, 3: Good or very good		
EXPLANATORY VARIABLES	*B*	*Beta weights*
GENDER[108]		
Male trainee	0.06	0.02
EDUCATIONAL PHASE[109]		
Secondary phase	-0.65*	-0.32*
ETHNICITY[110]		
BME	-0.81*	-0.21*
ITT ROUTE[111]		
BEd	0.75*	0.21*
BA/BSc QTS	0.45*	0.20*
SCITT	0.61*	0.19*
GRTP	1.02*	0.37*
ITT ROUTE & GENDER INTERACTIONS		
BA/BSc QTS & Male trainee	-0.74*	-0.14*
No. of cases	**2,834**	

*Denotes a statistically significant effect.

However, it is worth noting that although gender does not have an independent, statistical effect on the regression model, it appears that **men and women differ statistically in their ratings of their relationships with non-teaching staff within the BA/BSc QTS route, with men giving lower ratings than women** (see BA/BSc QTS & Gender interaction in Table 4.14). Further details of these analyses can be found in Appendix C.

Variations in response according to trainees' ethnicity are illustrated below.

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[108]The reference group for gender is 'female trainee'.
[109]The reference group for phase is 'primary phase'.
[110]The reference group for ethnicity is 'white'.
[111]The reference group for ITT route is 'PGCE'.

Variation by ethnicity

The responses of those from majority and minority ethnic groups are summarised in Table 4.15. We can see, for example, that **43 per cent of those in the majority ethnic group rated their relationships with non-teaching staff in their placement schools as 'very good', compared with a relatively low 31 per cent of those from minority ethnic groups.**

Table 4.15: Trainees' views on their relationships with non-teaching staff by ethnicity

	Per cent (%)							*SCALE MEAN (X)*	No. of cases
	Very Good	Good	Neither good nor poor	Poor	Very poor	Can't generalise	Don't know		
White	43	48	7	1	(0)	1	(0)	*4.3*	**2,902**
BME	31	50	14	2	1	1	1	*4.2*	**209**
Total	42	48	7	1	(0)	1	(0)	*4.3*	**3,111**

Chi-square: p<0.001. Percentages may not add up to 100 due to rounding.

4.5 How student teachers rated the assessment of their teaching and the 'feedback' they received during school placements

Survey participants were asked to rate the assessment and feedback they received on their teaching during their school placements (see Tables 4.16-4.17). **Over 80 per cent of respondents rated both the assessment of, and feedback on, their teaching as either 'good' or 'very good';** and only around four per cent rated these as 'poor' or 'very poor'.

Table 4.16: Thinking about your ITT programme, how would you rate the assessment of your teaching you received during your training?

	Frequencies	Valid per cent (actual)	Valid per cent (weighted)
Very good	1,015	32%	32%
Good	1,591	51%	51%
Neither good nor poor	311	10%	11%
Poor	107	3%	4%
Very poor	32	1%	1%
Can't generalise	83	3%	2%
Don't know	3	(0)%	(0)%
No. of cases	**3,142**		

N=3,162 (missing values=20). Percentages may not sum to 100 due to rounding.

Table 4.17: Thinking about your ITT programme, how would you rate the feedback on your teaching you received during your training?

	Frequencies	Valid per cent (actual)	Valid per cent (weighted)
Very good	1,288	41%	39%
Good	1,415	45%	46%
Neither good nor poor	227	7%	8%
Poor	91	3%	3%
Very poor	30	1%	1%
Can't generalise	91	3%	3%
Don't know	6	(0)%	(0)%
No. of cases	**3,148**		

N=3,162 (missing values=14). Percentages may not sum to 100 due to rounding.

4.5.1 Student teachers' rating of the assessment of their teaching

Variation by (and within) phase

There were some differences in the ratings of the assessment of their teaching between those training to teach in the different (primary and secondary) phases of education. **Thirty-eight per cent of those training to teach in secondary schools compared with 29 per cent of those training to teach in primary schools rated the assessment of their teaching as 'very good'.** Overall, it appears that primary phase trainees gave lower ratings than secondary phase trainees (with mean ratings of 4.1 and 4.2, respectively). A standard test of chi-square was carried out revealing that the observed differences between the responses of primary and secondary phase trainees were statistically significant.[112]

Further analysis carried out within the secondary educational phase did not show any statistically significant differences between the responses to this question of trainees specialising in different subject areas (although the chi-square test gave a figure that is very close to the critical value).[113] Nevertheless, **47 per cent of those training to teach arts subjects in secondary schools, compared with 27 per cent of those training to teach secondary science, rated their assessment as 'very good'.**

Variation by (and within) route

The mean rating of the assessment of their teaching was higher for (primary and secondary) SCITT trainees, primary GRTP trainees, and secondary BA/BSc

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[112]Chi-square=30.08, df=4, p<0.001.
[113]Chi-square=23.34, df=14, p=0.055.

QTS respondents. Amongst primary phase trainees, those following the GRTP route most frequently rated the assessment of their teaching as 'very good' (44%), while amongst secondary phase trainees the highest percentage of respondents who rated the assessment of their teaching as 'very good' was observed in the BA/BSc QTS route (43%) (see Tables 4.18-4.19). The results were statistically significant within each educational phase.[114]

Table 4.18: Thinking about your ITT programme, how would you rate the assessment of your teaching you received during your training? (Primary phase trainees)

	Per cent (%)							*SCALE MEAN (X)*	No. of cases
	Very Good	Good	Neither good nor poor	Poor	Very poor	Can't generalise	Don't know		
GRTP	44	44	7	3	0	1	0	*4.3*	**188**
SCITT	40	46	10	2	0	2	0	*4.3*	**119**
BA/BSc QTS	27	58	10	4	1	1	0	*4.1*	**630**
BEd	28	54	12	5	1	1	0	*4.0*	**198**
PGCE	21	59	15	4	1	1	0	*4.0*	**287**
Flex. PGCE	19	64	10	5	0	2	2	*4.0*	**288**
Total	47	46	5	1	1	1	(0)	*4.1*	**1,486**

Chi-square: p<0.001. Percentages may not sum to 100 due to rounding.

Table 4.19: Thinking about your ITT programme, how would you rate the assessment of your teaching you received during your training? (Secondary phase trainees)[115]

	Per cent (%)							*SCALE MEAN (X)*	No. of cases
	Very Good	Good	Neither good nor poor	Poor	Very poor	Can't generalise	Don't know		
BA/BSc	43	45	7	2	0	4	0	*4.3*	**137**
SCITT	43	40	5	1	2	8	1	*4.3*	**171**
GRTP	38	43	13	4	2	0	(0)	*4.1*	**297**
Flex. PGCE	35	42	14	2	2	5	0	*4.1*	**57**
PGCE	34	50	10	3	1	2	0	*4.1*	**724**
Total	37	47	10	3	1	3	(0)	*4.2*	**1,386**

Chi-square: p=0.027. Percentages may not sum to 100 due to rounding.

In addition to the variations in responses by route discussed above, the data also suggest that there are differences between the responses of survey participants following similar ITT routes with different ITT providers, regarding their ratings of the assessment they received during their ITT. For example:

- **Thirty-six and 31 per cent of primary BA/BSc QTS respondents from two providers, compared with 20 and 17 per cent of those at two other**

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[114]Primary phase: chi-square=49.76, df=15, p<0.001. Secondary phase: chi-square=23.12, df=12, p=0.027. Categories 'very poor' and 'poor' were collapsed.
[115]Numbers of secondary BEd trainees (22) were too small to include in the table.

providers, respectively, rated the assessment of their teaching as 'very good'.[116]

Results of regression analysis

When the five 'explanatory variables' of ITT route, educational phase, age, gender and ethnicity were entered into the logistic regression model, it was found that, gender, ITT route and age had a statistically significant effect on trainees' ratings of the assessment of their teaching. Among these variables, **gender appeared to have the largest effect size, followed by ITT route and age,** in descending order. In the case of educational phase, although the chi-square test had showed an association between this variable and trainees' ratings of the assessment of their teaching they received during training, this association has not emerged in the regression results. This could be explained by the fact that the outcome variable (i.e. trainees' ratings of the assessment of their teaching) has been transformed to include three, instead of the original five, response categories. This transformation appears to have reduced the magnitude of the differences between the two educational phases.[117]

Table 4.20: Ordinal logistic regression results

Assessment of teaching - 1: Poor or very poor, 2: Neither good nor poor, 3: Good or very good		
EXPLANATORY VARIABLES	*B*	*Beta weights*
GENDER[118]		
Male trainee	-0.92*	-0.38*
AGE[119]		
35-44 years old	-0.29*	-0.11*
EDUCATIONAL PHASE[120]		
Secondary phase	0.82	0.04
ITT ROUTE[121]		
SCITT	0.49*	0.15*
GRTP	0.75*	0.28*
GENDER & PHASE INTERACTIONS		
Male trainee & Secondary phase	1.01*	0.37*
ITT ROUTE & PHASE INTERACTIONS		
GRTP & Secondary phase	-1.09*	-0.32*
No. of cases	2,816	

*Denotes a statistically significant effect.

[116]Chi-square=19.99, df=8, p=0.01. Categories 'very poor' and 'poor' were collapsed.

[117]This transformation was necessary to secure the validity of the regression results, as retaining the original five-point scale would have led to the violation of the proportional odds assumptions. A multinomial regression was also carried out using an outcome variable with four response categories (instead of three): (1) 'very poor or poor', (2) 'neither poor nor good', (3) 'good' and (4) 'very good'. An additional predictor emerging from this model was educational phase.

[118]The reference group for gender is 'female trainee'.

[119]The reference group for age is 'under 25'.

[120]The reference group for phase is 'primary phase'.

[121]The reference group for the variable 'ITT route' is 'PGCE'.

Variations in responses according to trainees' gender, within phase, and age are reported below.

Variation by gender

On the surface, the above findings seem somewhat surprising since, according to the simple chi-square test, there do not appear to be any statistical differences between male and female respondents' ratings of the assessment of their teaching. Nevertheless, the overall trend is in line with the regression results, that is, men tend to give lower ratings of the assessment they received during training than women. For example, 81 per cent of male respondents rated their assessment as 'very good' or 'good' compared with 84 per cent of female respondents.

However, the regression analysis revealed a statistically significant interaction between gender and phase, which shows that **men in the primary sector were more likely than women to give lower ratings of the assessment of their teaching, whilst this was not the case for secondary phase respondents.** This is illustrated in Table 4.21, which shows that the mean response of male and female trainees following secondary programmes is the same at 4.2 (and that, using the chi-square test, the differences between the two sets of responses are not statistically significant), whilst the mean response of primary male trainees is markedly lower (X=3.8) than that of primary female trainees (X=4.1), and the chi-square test shows that the differences between primary male trainees' and primary female trainees' ratings of the assessment of their teaching are statistically significant.[122]

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[122]Chi-square=26.72, df=4, p<0.001.

Table 4.21: Trainees' ratings of the assessment of their teaching they received during their ITT by gender within phase

	Per cent (%)							*SCALE MEAN (X)*	No. of cases
	Very Good	Good	Neither good nor poor	Poor	Very poor	Can't generalise	Don't know		
Primary									
Female	30	56	10	3	1	1	(0)	*4.1*	**1,321**
Male	23	49	17	10	1	1	0	*3.8*	**165**
Total	29	55	11	4	1	1	(0)	*4.1*	**1,486**
Secondary									
Male	37	47	10	3	1	3	0	*4.2*	**488**
Female	37	46	10	3	2	3	(0)	*4.2*	**920**
Total	37	46	10	3	1	3	(0)	*4.2*	**1,408**

Primary: p<0.001. Secondary: p=0.660. Percentages may not add up to 100 due to rounding.

Variation by age

Table 4.22 shows that those **trainees aged '25-34' were the most likely to rate the assessment of their teaching that they received as 'very good' (36%), whereas trainees in the youngest age group ('under 25') were the least likely to do so (29%).**

Table 4.22: Trainees' views on the assessment of their teaching they received by age

	Per cent (%)							*SCALE MEAN (X)*	No. of cases
	Very Good	Good	Neither good nor poor	Poor	Very poor	Can't generalise	Don't know		
Under 25	29	55	10	3	1	2	0	*4.1*	**1,441**
25-34	36	48	9	4	1	3	0	*4.2*	**946**
35-44	34	47	12	3	1	3	(0)	*4.1*	**555**
45-plus	33	44	10	5	1	8	1	*4.1*	**174**
Total	32	51	10	3	1	3	(0)	*4.1*	**3,116**

Chi-square: p=0.016. Percentages may not add up to 100 due to rounding.

4.5.2 Student teachers' rating of the 'feedback' on their teaching

Variation by phase

There are some (statistically significant) differences between primary and secondary trainees' ratings of the feedback they received on their teaching.[123] The final rows of Tables 4.23-4.24 below show, for example, that **44 per cent of those training to teach in secondary schools rated the feedback they received as 'very good', compared with 38 per cent of those training to teach in primary schools,** whilst

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[123]Chi-square=16.14, df=4, p=0.003.

the average (mean) rating is 4.3 for secondary phase respondents and 4.2 for primary trainees.

Further analysis carried out within the secondary educational phase did not show any statistically significant differences between the responses to this question of trainees specialising in different subject areas.

Variation by (and within) route

Tables 4.23 and 4.24 show that, **amongst both primary and secondary respondents, those following PGCE and Flexible PGCE programmes were least likely to rate the feedback on their teaching as 'very good'** – 29 per cent of those training to teach in primary schools and 41 per cent of those training to teach in secondary schools did so, compared, for example, with 55 per cent of primary GRTP respondents and 53 per cent of secondary SCITT trainees. The differences between the responses of those following different ITT routes were found to be statistically significant using Pearson's chi-square test.[124]

Table 4.23: Thinking about your ITT programme, how would you rate the feedback on your teaching you received during your training? (Primary phase trainees)

| | Per cent (%) | | | | | | | *SCALE MEAN (X)* | No. of cases |
	Very Good	Good	Neither good nor poor	Poor	Very poor	Can't generalise	Don't know		
GRTP	55	32	8	4	0	2	0	*4.4*	**189**
SCITT	45	45	5	1	2	1	1	*4.3*	**119**
BEd	41	46	8	3	1	1	0	*4.2*	**197**
BA/BSc QTS	36	52	6	3	1	2	0	*4.2*	**628**
PGCE	29	55	9	3	1	4	1	*4.1*	**288**
Flex. PGCE	29	49	14	5	0	2	2	*4.0*	**63**
Total	38	48	8	3	1	2	(0)	*4.2*	**1,484**

Chi-square: p<0.001. Percentages may not sum to 100 due to rounding.

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[124]Primary phase: chi-square=46.45, df=15, p<0.001. Secondary phase: chi-square=23.80, df=12, p=0.022. Categories 'very poor' and 'poor' were collapsed.

Table 4.24: Thinking about your ITT programme, how would you rate the feedback on your teaching you received during your training? (Secondary phase trainees)[125]

	Per cent (%)							*SCALE MEAN (X)*	No. of cases
	Very Good	Good	Neither good nor poor	Poor	Very poor	Can't generalise	Don't know		
SCITT	53	30	5	2	2	9	0	*4.4*	**172**
BA/BSc QTS	52	39	7	2	0	1	0	*4.4*	**137**
Flex. PGCE	41	45	9	2	0	2	2	*4.3*	**56**
GRTP	46	40	7	5	1	1	(0)	*4.2*	**729**
PGCE	41	44	8	3	1	3	0	*4.2*	**729**
Total	44	41	7	3	1	3	(0)	*4.3*	**1,417**

Chi-square: p=0.022. Percentages may not sum to 100 due to rounding.

In addition to the variations in responses by route discussed above, the data also show that there are differences between the responses of survey participants following similar ITT routes with different ITT providers, regarding the feedback they received during their ITT. More specifically:

- **Amongst primary BA/BSc QTS trainees, 48 and 47 per cent of respondents from two providers, compared with 28 and 19 per cent of those from two other providers, reported that the feedback on their teaching was 'very good'.**[126]

- **Fifty and 47 per cent of secondary PGCE respondents from two providers, compared with 33 and 26 per cent of those at two other providers, rated the feedback on their teaching as 'very good'**, although these differences were not statistically significant.[127]

Results of regression analysis

An ordinal logistic regression analysis was carried out to test whether ITT route, phase, and a number of other variables, notably age, gender and ethnicity, had independent effects on trainees' ratings of the feedback they received on their teaching during ITT. **ITT route and age had independent statistically significant effects on trainees' ratings of the feedback they received during training, with ITT route appearing to have the largest effect size.**

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[125]Numbers of secondary BEd trainees (19) were too small to include in the table.
[126]Chi-square=24.10, df=8, p=0.002. Categories 'very poor', 'poor' and 'neither good nor poor' were collapsed.
[127]Chi-square=20.91, df=12, p=0.052. Categories 'very poor', 'poor' and 'neither good nor poor' were collapsed.

In the case of educational phase, where the chi-square test had showed an association between this variable and trainees' responses, this association has not emerged in the regression results. This could be explained by the fact that the outcome variable (i.e. trainees' ratings of the feedback they received) has been transformed to include three, instead of the original five, response categories. This transformation appears to have reduced the magnitude of the differences between the two educational phases.[128]

Further details of these analyses can be found in Appendix C.[129]

Table 4.25: Ordinal logistic regression results

Feedback on teaching - 1: Poor or very poor, 2: Neither good nor poor, 3: Good or very good		
EXPLANATORY VARIABLES	*B*	*Beta weights*
AGE[130] 35-44 years old 45-plus	-0.39* -0.62*	-0.14* -0.13*
ITT ROUTE[131] SCITT	0.58*	0.18*
No. of cases	3,026	

*Denotes a statistically significant effect.

Variations in responses according to trainees' age are reported below.

Variation by age

The differences between the ratings of the feedback on their teaching of those in different age groups is summarised in Table 4.26. There, we see, for example, that **those aged '25-34' were most likely to rate the feedback they received on their teaching as 'very good' (45%), compared with 35 per cent of those aged '45 or more'.** A higher percentage of those in the '45-plus' category also indicated that the feedback they received was 'poor' or 'very poor' (6%).

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[128]This transformation was necessary to secure the validity of the regression results, as retaining the original five-point scale would lead to the violation of the proportional odds assumptions.

[129]To enhance the sensitivity of the model, a multinomial regression was also carried out by entering the outcome variable with four response categories (instead of three): (1) 'very poor or poor', (2) 'neither poor nor good', (3) 'good' and (4) 'very good'. Educational phase and ethnicity emerged as additional predictors from this model. More specifically, secondary trainees were more likely to give a 'very good', rather than a 'good', rating of the feedback they received on teaching compared with primary phase trainees. Moreover, trainees from minority ethnic groups were more likely to give a 'good', rather than a 'very good', rating of this feedback compared with trainees from majority (white) ethnic groups.

[130]The reference group for age is 'under 25'.

[131]The reference group for ITT route is 'PGCE'.

Table 4.26: Trainees' ratings of the feedback on their teaching they received by age

	Per cent (%)							*SCALE MEAN (X)*	No. of cases
	Very Good	Good	Neither good nor poor	Poor	Very poor	Can't generalise	Don't know		
Under 25	40	49	6	2	1	2	(0)	*4.3*	1,440
25-34	45	41	7	3	1	3	(0)	*4.4*	948
35-44	40	43	10	3	1	3	(0)	*4.3*	559
45-plus	35	42	10	5	1	7	0	*4.4*	175
Total	41	45	7	3	1	3	(0)	*4.4*	3,122

Chi-square: p=0.003. Percentages may not add up to 100 due to rounding.

4.6 Discussion and Implications

Findings relating to student teachers' relationships with mentors, perceptions of 'feedback' on and assessment of their teaching, and student teachers' achievement of 'freedom' to develop their own teaching styles (or frustration in this regard), all point to the desirability of mentor networks and 'training'. In other words, there are implications for more, and more effective support for the central role of mentoring in the 'becoming a teacher' process. This support should enable mentors to develop (or further develop) repertoires of strategies, as well as the skills required for the appropriate responsive use of such strategies, to support the development of each trainee, whatever their needs or stage of development. Material for, and experience of, such work is growing (see, for example, Harrison *et al.*, 2005; Malderez and Bodoczky, 1999).

There is ample evidence in the detail of these data regarding some of the qualities needed for effective mentoring, such as empathy (intuitive 'knowing'), flexibility and availability. Data also show the need for mentors to: be informed about programme requirements; be able to juggle their dual responsibilities to trainees as well as to pupils; and be willing and able to provide an appropriate balance of both emotional support and support for development. It would also seem that reluctant, 'volunteered' mentors are less effective. There is striking evidence too in case study participants' descriptions of the 'feedback' they received of the (over) use of a single model (mentor telling 'good' points first, followed by 'bad' points and suggestions for improvement). While in certain cases this may have been an appropriate strategy for the trainee's stage of development, other data suggest that some student teachers found this restrictive. In addition, it is hard to see how trainees will learn to assess

themselves, or learn to learn autonomously from their own experiences, if this is the single mode of intervention used by some mentors. Also striking is some trainees' use of the word 'lucky' in relation to having a 'good mentor'. Given the crucial linking role of mentoring in current ITT programmes, effective mentoring cannot be left to chance.

In sum, these data suggest that some mentors may possess a limited understanding of the potential of the mentor role in supporting the process of becoming a teacher, and in particular of the range and use of options open to them for managing post-observation and mentoring discussions.

The main implications of these data are, therefore, for continued and perhaps strengthened support for 'mentor training', particularly with respect to resources, on the part of both **policy-makers** and **providers,** as well as **those charged with the professional development** of education professionals. **Programme providers** and **school leaders** also need to be aware of the implications of various methods of mentor appointment, and where possible be encouraged to select (using appropriate criteria) from those who volunteer. This in turn suggests that the issue of incentives needs careful thought, and may have **policy** implications.

The findings and detailed data relating to school ethos are also illuminating. Case study participants' references to feeling at the 'bottom of the pecking order' and to hierarchy and politics are reminiscent of 'Wave 1' data which reported a trainee being frowned on for wanting to make a contribution in a staff meeting (Hobson and Malderez (Eds), 2005). These findings underscore the need for continued work on the part of **those charged with professional development** in the area of school leadership, particularly with regard to the aim of developing a collegial learning environment for all members of the school community.

The existence of good relationships between 'teachers' and 'learners' is a necessary foundation for learning. All members of school staff surrounding student teachers in the workplace are potentially 'teachers' for the trainees, and the quality of trainees' relationships with them is therefore crucial. It is all the more crucial that student teachers see their relationships with those specifically designated to support their

learning, such as mentors, as good. The statistical findings relating to trainees' relationships with their mentors, where half of the trainees rated such relationships as 'less than very good', support the implications drawn from case study data discussed above, particularly at the primary phase.

Interesting findings from the survey data reported in this chapter relate to various variables, in particular route, phase, age and ethnicity. Findings relating to route and phase differences in data relating to the quality of relationships with various members of the school community reported here seem largely to be explainable by the amount of contact time and dependency that trainees potentially have on the relationships in question; in other words, the higher the contact time or need for the relationship, the higher the rating. For example, GRTP trainees, who both spend most of their time with various school staff and are most reliant on those particular staff for their learning and support, give higher ratings than those following other routes. Similarly, primary phase trainees, who are working in a phase that has traditionally been more reliant on non-teaching staff than the secondary sector, report higher ratings of their relationships with such staff than their secondary trainee counterparts.

Other findings show that younger trainees rate their relationships with their mentors more highly than older trainees. This could be because they are, or feel themselves to be, more dependent on this relationship or because procedures are indeed more appropriate for them. This further supports the implication drawn from case study data for a focus on appropriate age-related findings in mentor development work.

One further variable, ethnicity, is salient in findings relating to perceived quality of relationships in schools with staff other than mentors. For example, a relatively low 33 per cent of respondents from minority ethnic groups rated their relationships with other teaching staff as 'very good', compared with 43 per cent of respondents from the majority ethnic group. Although we do not have information in these data on the ethnicity of the school staff involved in the relationships discussed, one possible implication of these findings is that it may be beneficial, where possible, to place trainees from minority ethnic groups in schools in which at least some members of staff belong to minority ethnic groups, and perhaps ideally to the same ethnic group as

the trainee. This issue might fruitfully be explored further via additional research on the experience of trainees from minority ethnic groups.

5 Student teachers' experiences of initial teacher training in Higher Education Institutions (HEIs)

Key Findings

- Areas of their HEI-based studies highlighted as being particularly beneficial by case study trainees included: subject specialist/Key Stage specific studies (23 out of 65); educational policy and legal obligations (9); classroom management (7); and differentiation (6).

- Case study trainees indicated that they felt they could have benefited from further HEI-based preparation in: curriculum related knowledge (31 out of 65), including subject knowledge (20); classroom management (11); and special educational needs (SEN) (8).

- Findings from survey data show that 29% (30% weighted) of trainees indicated that relationships with HEI-based staff were 'very good' and 52% (51% weighted) rated such relationships as 'good'.

- 92% (91% weighted) of survey respondents rated their relationships with other student teachers as 'good' or 'very good', with trainees following BEd, BA/BSc QTS and SCITT programmes rating such relationships more highly than trainees following other routes.

- In case study interviews over half of student teachers (33 out of 65) felt that some aspects of their HEI-based preparation were not relevant to 'being a teacher', whilst nearly a third of trainees (20 out of 65) reported inconsistencies between the expectations of HEI-based staff and school-based staff and/or a lack of clear, HEI-guided, learning objectives for school-based experiences.

- Nearly a third of case study trainees (20 out of 65) reported feeling that there had been a general lack of communication between their HEIs/DRBs (Designated Recommending Bodies) and the schools in which they were placed for their school-based experience.

- Thirty-one case study trainees (of the 65) suggested that the teaching methods used during HEI-based sessions were not always appropriate to learning about teaching and/or education more generally.

5.1 Introduction

In addition to providing school-based experiences, many initial teacher training programmes include a substantive element of higher education-based preparation. In this chapter we consider student teachers' views about the nature and purposes of the HEI-based elements of their initial teacher preparation. Primarily drawing on data derived from the 65 case study participants who experienced an HEI-based element to their ITT, we explore aspects of HEI-based preparation which case study trainees felt positive about, and those they were less positive about.

5.2 Aspects of their HEI-based preparation which student teachers felt positively about

Those case study trainees who experienced direct links with Higher Education Institutions were asked to discuss any aspects of their HEI-based experiences that they had considered valuable or not so valuable in preparing them to be teachers. Whilst, as we will see, many student teachers referred to aspects of their HEI-based preparation that they felt could have been improved, most case study interviewees who experienced HEI-based input to their ITT programmes identified elements of those inputs which they considered to be beneficial to them in their endeavours to become teachers. In doing so, trainees drew attention to the relationships they formed in their HEIs and to the content of their HEI-based preparation, including the ways in which they were taught and any links they saw between their school- and HEI-based preparation. Interviewees also talked more generally about how they felt the HEI-based component of their ITT contributed to their personal understandings of teaching and what the profession involves. Below, we explore each of these areas in turn.

5.2.1 Relationships formed in HEIs

Relationships with peers

When talking about the relationships they formed in their HEIs, **16 out of 65 interviewees talked in general, without being prompted, about positive**

relationships with their peers.[132] Of these 16, the majority mentioned the benefits of sharing resources, swapping ideas, and talking through school-based activities. In these instances, case study trainees saw their HEIs as providing a valuable forum for meeting with peers and discussing their experiences:

> I think the contact, the fact we got together as trainees for college sessions was helpful and we swapped ideas, that was really good. *(Female, 25-29, GTP, secondary, business studies)*

> [In the university] we had lots of opportunity to discuss what we've done and what we've learnt and how different schools do things... it's one of the most useful things really to hear what goes on in other schools... because that's how you pick up a lot of good practice and good ideas. *(Female, 20-24, BA QTS, primary)*

Fifteen out of 65 case study trainees also talked, without specific prompting, about how meeting with their peers during HEI-based preparation sessions allowed effective support networks to be developed:

> It's good to talk to other people on the course, you find they're having similar problems or difficulties and it's good. *(Female, 30-34, RTP, secondary, ICT)*

> [University sessions] were the only occasion that you could actually get together with everybody in one room and find out that although you might have thought that you had done really badly at something someone would say 'yes I have done that as well'. *(Female, 35-39, Flexible PGCE, primary)*

Relationships with HEI-based staff

Case study trainees also talked about their relationships with staff in their HEIs, with twenty trainees stating that they felt well supported.[133] Some of these student teachers reported that staff in general had been very supportive, while others talked about their relationship with individual tutors:

> We've had tutorials where we've gone to talk to our lecturers or our subject tutors with any problems or any issues that we've had and they've been really supportive and really easy to get hold of on email and things like that so if you've got any problems, I've done just that. *(Female, 25-29, PGCE, secondary, English)*

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[132]In Section 5.4 below we report survey respondents' ratings of their relationships with their peers. Here, case study data provide insights into the reasons such relationships tend to be valued.
[133]In Section 5.5 below we report survey respondents' ratings of their relationships with staff in HEIs. Here, case study data provide insights into the reasons such relationships tend to be valued.

I have always had a fear of assignments and tests but the tutor was fantastic... she completely dispelled the fear, her outlook, her approach to it, very positive, her attitude, it gave me the confidence, the spark really. I think I owe that to her because I know that I can now give that to my students. *(Female, 40-44, Flexible PGCE, primary)*

Four student teachers also highlighted instances where they felt they were well supported in schools and where this appeared to be (at least in part) as a result of the positive relationships developed between staff in their HEIs and those in their placement schools:

I think that the preparation work that the schools and university had done before involving me, they have done a great job because when I go to the school they more or less know what to provide for me and the information from the university, they had provided for the school well enough so… when I saw the subject coordinator in school she was 'well you need this, you probably need to do this' so she was actually guiding me through I think because she had the information from the university about what I needed. (*Female, 30-34, Flexible PGCE, secondary, science*)

5.2.2 Content of HEI-based preparation

When talking about the content of their HEI-based preparation, student teachers drew attention to a wide range of topic areas and activities, and tended to talk about the value of these in terms of how relevant they might be to actually 'being a teacher', notably to working in school classrooms. Trainees highlighted coverage of the following areas as being particularly beneficial:

- **subject studies/Key Stage specific studies (23)**
The work we did during university, on the subjects, was exceptionally useful. *(Male, 35-39, BA QTS, primary)*

The beginning was good when we used to come [to college] and do all the curriculum courses. That was really helpful… I feel my subject knowledge was really improved, especially science because a lot of the science I hadn't looked at for years so that was really helpful. *(Female, 30-34, GTP, primary)*

- **educational policy and legal obligations (9)**
We had a few good lectures on things like governance which is helpful… I have probably found this year's lectures the most helpful actually because of the professional side of things, you know, about Ofsted, governance, parental involvement, health and safety, and I think that has been really helpful. *(Female, 20-24, BEd, primary)*

There was an introduction to teaching which covered the sort of legal side of things, what your duties are, the duty of care and what your responsibilities are as a teacher… this was the sort of stuff I hadn't come across and was really quite informative, so I would say I got a lot out of that. *(Female, 35-39, Flexible PGCE, primary)*

- **classroom management (7)**

[M]odules on… classroom management and things like that were just crucial *(Female, 20-24, BA QTS, KS 2/3)*

[It was good learning] strategies used for behavioural problems, basically your classroom management, your theory behind that, where it has come from. I mean some of it comes from studies by Piaget on behaviour and how [children] progress and develop and you need that theory so you are able to plan for them so I thought that was very good. *(Female, 20-24, BA QTS, primary)*

- **differentiation (6)**

[The courses at the university] have made me aware that children learn in different ways and how you can try and identify and then incorporate that in your planning so in practice, [sessions on] inclusion and differentiation [were beneficial]. (*Female, 25-29, PGCE, primary*)

Student teachers also talked about specific activities they had undertaken during their HEI-based preparation, with eight case study trainees highlighting the value of university assignments. Some of these trainees talked in detail about how particular assignments had helped them to further their understanding of issues faced in schools:

[T]hey gave us tasks to complete and literature to review and comments to make on school policies and I felt they were great because you tend to really get a grasp of say, issues of child protection because when you're working in a school like the one I was in, child protection wasn't a very big issue and what was going on in school didn't give me a great deal of insight into what you might do whereas the independent study pack forced you to see what was going on in the school and also do independent reading about what the actual legal issues are… I felt much more confident about my grasp of those issues. *(Female, 40-44, Flexible PGCE, secondary, science)*

Lesson planning was another activity undertaken in HEIs which nine student teachers reported to be helpful:

We've got lectures on lesson planning and that was very, very helpful, especially the first time, as a practice in the university before going to the school. A tutor asked me to write a lesson plan after the lecture and I didn't really have a clue and I was quite surprised because the tutor said you really

have to break down things when trying to teach, so that really kind of caught me by surprise. I didn't expect you have to break it down, break it down, break it down even in lesson planning and that was a lesson I actually learnt from university and that helped me when I really had to plan for a lesson in the actual situation. *(Female, 30-34, Flexible PGCE, secondary, science)*

The range of teaching methodologies used within HEI-based preparation were also identified by 12 trainees as having a positive impact on their understandings of how children learn, and in providing the trainees with a range of ideas for addressing particular topics in the classroom. In particular, some student teachers considered that it was beneficial to them for HEI-based tutors to model good classroom practice:

I think what worked was exactly for the tutor to help us be taught in the way that you would teach a class. I think in a way what I was experiencing [was] little tasters of the kind of things you could do with specific bits of information or specific activities on specific exercises, so to be actually, you can think about the English and I teach regularly with ideas that have come out of lectures that I had at university and they worked. *(Male, 35-39, BEd, primary)*

Well, in design and technology just simply the way that design projects work, there are different steps, looking at a problem and a brief, this is how we were shown at the university and when I have gone into schools, this is the way the kids are shown in school. So it was helpful to go through that, to go through the process myself so I have done these design projects and I have laid it out this way and now I am doing it in school now. When people hand in work I know what to look for. *(Male, 35-39, BA QTS, secondary, D&T)*

As the data presented in this section reveal, trainees have valued HEI-based preparation which they have seen as having direct relevance to their practice as teachers in schools.

When case study trainees were asked to talk specifically about what links (if any) they saw between their HEI-based and school-based preparation, these sentiments were reiterated.

5.2.3 Links between HEI-based and school-based preparation

When asked about the relationship between their HEI-based preparation and their school-based experiences, many case study trainees spoke explicitly about the importance of being able to:

- put their HEI-based learning 'into practice' (23); and

- see 'theory in practice' and see empirical support for particular theories about teaching and learning while in their placement schools (10).

Both points are illustrated below.

- **Putting 'theory' into practice**
Things like special needs, there's lectures and things to give you an overview of generally what sort of thing you need to look out for and take into account and then each school experience means you can actually relate it to specific children and you can learn about specific things depending on the children in your class. *(Female, 20-24, PGCE, primary)*

  In terms of the subject sessions, what was really useful about it was when [the tutors] came up with genuine practical things you could apply in the classroom, for example, looking at starters and plenaries, and different sorts of activities you can do, or looking at delivering thinking skills through history, they were most useful because you could relate them directly to your practice, to what you were doing… On the whole, I think once you got into your second placement… because you had a much larger timetable, I found there was a lot more opportunity to actually experience some of the things that maybe we had been talking about before. *(Female, 25-29, PGCE, secondary, history)*

- **Seeing 'theory' in practice**
The theory side of things, like the constructivist theory is something that I've really taken on board and it's something that at the time when they told me as a theory I didn't understand it and I thought 'why am I learning this? This doesn't apply to me' but actually as I've developed as a teacher, the approach I've taken, I've reflected back and I've thought 'oh hang on, the thing I believe in relates to this theory' so you know I mean on reflection it was good that we had that because now I can see where to take it from the theory, or [how] to extend it in different ways. *(Female, 20-24, PGCE, primary)*

The timing of HEI-based activities in relation to student teachers' school-based experiences was also suggested by six trainees to be an important factor in helping them either to: (i) put their HEI-based learning 'into practice'; or (ii) conversely, to understand their school-based experiences in greater depth:

> In our case for the GTP, as we were going through [the university sessions] there were lots of little bits that were immediately applicable, there were reading exercises and little tips and hints and you'd think 'that's great' so you'd actually be able to try it in the classroom the next day or week. (*Female, 40-44, GTP, secondary, MFL*)

I think it works both ways. Some of the modules I found better in preparing me for the placements and others I found [it better] working on the modules after I'd been in school. *(Female, 20-24, Flexible PGCE, primary)*

Another way in which some trainees (6) saw their HEI-based preparation as complementing school-based preparation, was by giving them opportunities not available during their school-based placements, to learn about particular topics or to develop particular skills. In these ways, trainees felt the content of HEI-based preparation could:

- **address 'gaps' in their school-based training**
  Even though we've only had an hour in uni' on history and an hour on geography, I think it's still been worth having because I haven't had that much chance to teach non-foundation subjects in schools, they tend to get sidelined a bit so it's good that I've had that… I've got some sort of foundation for it. *(Female, 20-24, PGCE, primary)*

  Stuff on A-level tended to be really useful, especially… if you weren't in a school that delivered A-level because obviously you weren't seeing it. *(Female, 25-29, PGCE, secondary, history)*

- **provide them with a more balanced/factual view of particular educational issues, than a single school might provide**
  I think the university has influenced me in terms of giving me a more balanced view. When I went to my [first school placement] the whole group of students who were there all loved it so much that we all came out saying the same things that the school had told us, so I think we were all brainwashed into saying exactly the same beliefs that they had. I think the university's been a bit more balanced, they've said 'this is what the national curriculum says', this is what the strategy says, so they've tended to be a bit more, present you with the facts, whereas the actual school situation has made you think 'I'd love it to be like this, or I wouldn't', I think the uni' has been [in] between. *(Female, 25-29, PGCE, secondary, English)*

- **reinforce good practice**
  Unfortunately my second placement school hasn't been as firm on [teaching three part lessons] which obviously then you become a bit lazy about and I think you don't see the ideas, so it's nice to come to university and be given that revamp again. *(Female, 25-29, PGCE, secondary, English)*

5.2.4 Developing personal understandings about what teaching involves

In addition to the specific aspects of HEI-based preparation explored above, **14 case study trainees, when asked how they felt about their HEI-based experiences, also talked about the contribution the HEI-based elements of their ITT had made to their personal understandings of teaching and what the profession involves.** Of these 14, some talked about a developing sense of 'being a teacher' while a smaller proportion talked about their commitment to particular views about teaching and learning addressed during their HEI-based preparation programmes:

> We have had talks, quite good open talks with one of our lecturers about the realities of being a classroom teacher, working smarter, all those kinds of areas, as well, but we have been starting that, to think of yourself as teachers, you are nearly there. *(Female, 25-29, PGCE, primary)*

> [The] tutors are very knowledgeable… [and] really passionate about early years which has really rubbed off on us all and a lot of us, when we have gone for interviews and things, our feedback from interviews has been 'you got the job because you're so passionate, you are so knowledgeable about early years' which I think is a really good reflection on them… You go into lectures or whatever and they make you come out going 'this is what I really want to do and I am going to do this in class' and [the tutors] really love it and they let us develop our own ethos of what we think early years should be. *(Female, 20-24, BA QTS, primary)*

Of the trainees who felt their HEI-based preparation had helped them to develop a sense of professionalism and of 'being a teacher', some (6) drew attention to the benefits of having opportunities to reflect on their practice, facilitated by HEI staff:

> [T]here were some aspects of the paperwork that helped, for instance, just you know, the evaluation every day, that helped because you did actually think about what went wrong, what went right, how you might actually change that in the future. *(Male, 25-29, PGCE, primary)*

> Some assignments have been… useful to me, making me reflect on what I was doing. Once you've got into them and started doing some of the reading around it and reflecting upon your own experience it has been useful in developing me as a teacher. *(Male, 40-44, SCITT, primary)*

In addition, seven trainees drew specific attention to the benefits of being encouraged throughout their HEI-based preparation to engage with a wide range of ideas about

teaching and learning – either through individual study, or during group activities in their training institutions:

> There were mathematics sessions about how to teach subtraction and it made me look at the different ways you can do it. They were talking about if someone has a block they can do it this way, it's all about the appearance of the learning styles and how you can make it so that people who are very tactile can access subtraction by giving them activities they can manipulate and people that are more theorists you can give them different types of things. *(Male, 40-44, SCITT, primary)*

5.3 Aspects of their HEI-based preparation which student teachers have felt less positively about

Those interviewees who stated that there were elements of their HEI-based preparation that they did not feel positively about drew attention to a range of issues, most notably:

- the administration and organisation of ITT programmes by HEIs and DRBs;
- the learning aims and outcomes of HEI-based preparation;
- perceived omissions in course content; and
- the teaching methods used by lecturers and tutors.

There was also a feeling among some student teachers that parts of their HEI-based preparation were not relevant to actually becoming, nor indeed, being, a teacher, while others were uncertain what learning outcomes were anticipated during their HEI-based preparation.

5.3.1 The administration and organisation of training programmes

When talking about aspects of their HEI-based preparation which they had found unhelpful, case study trainees drew attention to two broad areas relating to programme administration and organisation. The first of these concerned the organisation of school placements, and poor communication between schools and HEIs / designated recommending bodies. The second related more directly to the administrative procedures put in place by HEIs / DRBs to monitor and evidence trainees' progress as teachers.

Taking these in turn, **20 interviewees (out of a total of 65) reported feeling that there had been a general lack of communication between their HEIs / DRBs, and the schools in which they were placed for their school-based experience.** When asked specifically about how the HEI-based aspects of their training related to school experiences, this issue was again raised by ten trainees. Overall, these student teachers drew attention to a range of tensions and difficulties, including:

- **paperwork relating to their ITT programme being either slow to reach their placement schools, or not being provided by the HEI:**

  In terms of from the university to the school some of the paperwork was a bit slow in getting there, just admin' stuff really, and I suppose collectively, for all the students. *(Female, 35-39, BEd, primary)*

- **HEIs/DRBs appointing staff to make school visits and act as link tutors who have no other involvement in ITT programmes:**

  [My university] sort of sold out the care component if you will, so the person who was actually coming to visit me from [the university] wasn't a [university] rep', it was a third party. I don't think that worked. I think the school felt very let down and almost like, 'why aren't we important enough to have a [university] rep'?' *(Female, 30-34, BEd, secondary, ICT)*

- **School-based staff being unable to access events offered by HEIs/DRBs**:

  I think [there could be] improvements in the relationships between the schools and the tutors at college because for the two placements they had a 'meet your mentor' day and neither of the mentors I was going to work with came to either of them. It turns out the university had sent the information three months in advance and then changed the date and they sent that out just three days in advance and the teachers just can't make it. I think having improved communications between school and college… makes a difference. *(Female, 20-24, PGCE, secondary, PE)*

The paperwork which student teachers had to complete, much of which was concerned with assessing their progress in line with the QTS standards, was also reported as a matter of concern by 11 trainees. Firstly, case study trainees highlighted the amount of time they needed to devote to evidencing their progress, and in some cases, explicitly stated that they felt that this detracted from the time they could spend preparing for teaching. In a number of instances, student teachers felt that universities and DRBs should play a role in streamlining procedures for assessing trainees' practice:

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Less filling in [of] evaluation forms and evidencing things because at the end of the day I don't think anybody actually looks at it. At the end of each lesson you have to write an evaluation of the lesson, at the end of each day you have to write an evaluation of the day. You then have to put those onto the QTS standards sheets and then do that at your mid point review and your end point, you're duplicating things the whole time… you can do without having to go through all the day-to-day drossy stuff when you could be spending time writing more imaginative lessons. *(Female, 30-34, Flexible PGCE, primary)*

Secondly, many of the case study trainees who were concerned by the volume of paperwork on their programmes questioned the relevance of much of the administrative work they had to complete to meet course requirements. Among trainees, the feeling that they were simply 'ticking boxes' was not uncommon:

I think, certainly it seemed to me, like one of those necessary evils, the tick box routine, and some of it is quite superficial but you know, what isn't to a certain extent. *(Female, 20-24, PGCE, secondary, RE)*

I think the whole portfolio, from beginning to the professional development profiles, I think it is the biggest waste of time ever. I just think it is a paper exercise. I understand the logic of it but the way it has worked out… it is kind of something you have to do, tick these boxes. *(Male, 35-39, BEd, primary)*

Additionally, seven trainees, when asked specifically about the relationship between the HEI-based aspects of their training and school-based aspects, highlighted disjunctions between the two with regard to the tasks they were expected to undertake and the way in which these should be recorded / prepared. In particular, some of the trainees were resentful of the increased workload this created:

The theory of it and the way the college wanted you to do it and in school were totally different things you know. You study a classroom teacher the way the college wants it and then you see the way the school wants it, and I was in a situation where I was doing everything twice over for no good reason which you don't need. *(Female, 30-34, BEd, primary)*

Fifty per cent of it was spot on and [the school and university] agreed with each other, and then fifty per cent was a complete disagreement and you had to do one thing to please one… [so] just doing one thing at the university and saying 'this is what I have done' and then go back to school with something different that you have done just to keep both people happy really. *(Male, 20-24, BA QTS, secondary, English)*

Thirty-three student teachers suggested that assignments and administrative tasks were sometimes badly timetabled, leading to an increased workload during school placements. For example, many of these trainees who were following programmes leading to a Bachelor degree or a PGCE in addition to QTS felt that the need to complete written assignments during teaching placements detracted from their teaching and placed them under unnecessary pressure:

> I think the only thing that wasn't useful was the timing of the coursework. [It] is bad because they expect you to return the modules while you are on teaching practice and that is hard, that is the hardest part. I don't know what they could do about that. *(Female, 45-plus, BA QTS, secondary, ICT)*

> All the essays were due in at the same time, rather than spreading them out a bit. I found that I was spending like all day every day either teaching in the school and doing my essay in the night time or then there were times when I had very little to do. *(Male, 20-24, BA QTS, secondary, English)*

5.3.2 The learning aims and outcomes of HEI-based preparation

When talking about their HEI-based experiences, some case study trainees questioned the aims and purposes of parts of their HEI-based preparation, and were concerned that aspects of their HEI-based preparation lacked relevance to teaching in schools.

Nine trainees talked about how they felt they could have benefited from being presented with a clear set of learning aims and objectives early in their HEI-based preparation, as this may have given them an understanding of how different parts of their training might contribute to their development as teachers:

> [It wasn't until] the third year they actually turned round and said 'this is the reason you are going into school for this day, you are looking at inclusion, you are looking at transition', which was good once you've got that link there, it gives you purpose, and it gives purpose to all the useless tasks that they give you. *(Female, 20-24, BA QTS, primary)*

> I think it would have been really useful when you were very green to be able to see what it looks like at the end because then right from the beginning you have a picture in your head of where you're aiming at. I felt there was a long period where we were thrashing about in the water a bit, not quite sure what was what. *(Female, 40-44, GTP, primary)*

Other interviewees focused on specific activities or instances where they had been uncertain about the intended learning outcomes, or felt that programme content was simply 'too vague':

> I remember [doing some school-based tasks] and thinking 'what am I supposed to be doing?' because that was in the days I was supposed to be doing observations and it was all a bit airy fairy as to what was meant. *(Female, 35-39, Flexible PGCE, primary)*

About a quarter of case study trainees (20) reported inconsistencies between the expectations of HEI-based staff and school-based staff, and / or a lack of clear, HEI-guided, learning objectives for school-based experiences. Trainees often attributed this to a lack of communication between HEIs and schools, and felt that HEIs should have done more to provide school-based staff with clear guidelines:

> At one stage, my uni' tutor came in and he said to me that he didn't think the observations the teachers were giving me were accurate because he said the school had a reputation for being too lenient on trainees which had my mentor absolutely furious... it was like her professional judgement he said was out the window you know... I don't know, sometimes you feel caught between two places. *(Female, 20-24, PGCE, secondary, PE)*

Inconsistencies across different elements of their HEI-based preparation, also gave five trainees cause for uncertainty, especially with regard to the expectations of different staff members:

> The worst thing is the inconsistency between the different tutors here. I've been told one thing that I must do and then somebody else has said 'oh no, it's not important, don't worry about that'. We should all be doing the same thing really but some people have said that other things are more important, so it's the consistency between people at the university which is a problem. *(Female, PGCE, 20-24, primary)*

While some student teachers were concerned by a lack of clear direction in their HEI-based preparation, both within their training institutions and whilst on school placements, other trainees talked about instances where clear learning objectives were addressed, but where they could not see the relevance of such learning to their needs as teachers. **Just over half of those student teachers interviewed (33 out of 65) felt that aspects of their HEI-based preparation were not useful to, or relevant to,**

'being a teacher', and suggested that some university activities lacked relevance to authentic classroom settings:

> For the life of me, I don't see the relevance of assignments to the real world. I mean, I don't see it because it is just, I have gone to read something and I am just regurgitating it onto a piece of paper, I mean it doesn't make any sense. *(Female, 30-34, Flexible PGCE, primary)*

> Say, some of the stuff we have written about in maths, it doesn't make you a better teacher because it wasn't related to the teaching of that subject, it was about the subject, whereas I think we should have done more about the actual teaching... I think a lot of the stuff we do... just feels like jumping through hoops. It doesn't teach you anything. *(Male, 35-39, BEd, primary)*

> We had lectures on [behaviour management] people were telling you about this and telling you about that, but I think it would have been good to have seen examples really, videos of actual situations and scenarios, given us some good examples, 'this is how this has been dealt with'. A lot of times you read things in books and to be honest the situations seem a bit contrived, examples that are given, they'll say 'the teacher will say this, and the pupils will say this'. And that is alright but what happens if they don't, where do I go from there? I think it is difficult reading things like that. *(Male, 35-39, BA QTS, secondary, D&T)*

Many of the issues set out above were reiterated when case study trainees were asked specifically about the relationship between their HEI- and school-based preparation. In response:

- eighteen interviewees stated they felt that much of what they learnt during their HEI-based preparation could not be applied to a school setting
- seven explicitly stated that 'theory' learnt in an HEI-based setting was irrelevant to working in school
- five suggested that, with regard to ITT, schools were the 'real' site of learning, and that it was only possible to learn to teach in a classroom setting.

Illustrating these points, trainees commented:

> My opinions about learning haven't changed that much, I do think there needs to be a definite line drawn between theory and practice. I would like to be the sort of person who marries the two but there is a definite line between what they say and what you do. *(Female, 30-34, BEd, primary)*

When all is said and done you are actually training to teach so all the theory goes out the window when you're actually stood in front of a class full of children. *(Female, 30-34, BEd, secondary, ICT)*

The uni' and school won't link up. They're different sides of the universe. *(Female, 25-29, Flexible PGCE, secondary, science)*

Notably, one BA QTS trainee suggested that her ITT programme had been organised in a way that mediated against the possibility of establishing clear links between school-based and HEI-based preparation:

[On practice] they do formal observation and they write a long report and that's excellent so you know where you're going… One thing I would say though is even though you get all this on practice, as soon as you come back to university it's kind of not recognised at all, so yeah, you've done really well on school practice but as soon as you go back to university it doesn't go towards your degree… It feels like as soon as you've got back to university it doesn't matter that you've done that placement, it's over. It's a bit miffing. *(Female, 20-24, BA QTS, KS 2/3, French)*

5.3.3 The content of HEI-based preparation

Although the overwhelming majority of case study trainees said they felt well prepared at the end of their ITT programmes to take up a teaching post (22 reported feeling 'very' well prepared, and 43 reported feeling 'fairly' well prepared),[134] there were still areas in which trainees felt they could have benefited from further HEI-based preparation. The areas mentioned by the highest numbers of student teachers related broadly to:

- curricula, including subject knowledge (20)
- classroom management (11)
- special educational needs (SEN) (8).

The view that further subject-based training would be beneficial was most commonly expressed by primary phase trainees who were particularly concerned to develop their knowledge of the full range of primary subjects.

Data illustrating these points are set out below:

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[134]This issue is explored further in Chapter 6.

- **Subject knowledge**

[I would have liked m]ore emphasis, more time spent on the foundation subjects as well, because I think they are important, I think it is an area that is overlooked definitely. Some of the foundation subjects…. if you have not had the opportunity in school to teach it while you have been training then you might [not have a clue] because I have not taught anything about RE and I don't know anything about music. *(Male, 20-24, BA QTS, primary)*

I think I'd like to have had a bit more on things like PSHE [Personal, Social and Health Education] and citizenship just because it's a new idea really and I think the amount we actually got on it just wasn't adequate… there wasn't really much said about it. *(Female, 20-24, PGCE, primary)*

We could have had purely subject knowledge from the methods section that would have given us more confidence, I don't know. The course I was on we all came in with hugely different knowledge, different degrees, so again it was patchy. (*Female, 40-44, PGCE, secondary, geography*)

- **Classroom management**

Behaviour management is one aspect I think that I have found difficult… comparatively very little weight has been given [to this] in training us… We all at one point said 'we need it, don't just try to give it for future struggles, we need it now, before we qualify, we need it now', and so I was a bit disappointed that it was just a session of looking at videos and listening to someone tell us how they could do it. So behaviour management is one aspect that I think something more could have been done definitely. *(Female, 40-44, Flexible PGCE, primary)*

I don't think they do very much on behaviour, classroom behaviour management. They do spend a bit of time on it but really it is a big, big issue, without that you can't do anything else really. Nothing is going to work, without that, so I think probably there could have been a lot more on that. *(Male, 35-39, BA QTS, secondary, D&T)*

- **Knowledge about SEN**

I think [I would have liked] more on special needs because there are a lot of children coming into schools with learning disabilities, learning difficulties, things like that… we have covered a slight bit of it in a module but not enough I feel as far as maybe tailoring lessons to them and different things like that – how we can identify different learning needs, different learning disabilities, what the learning disabilities are, or learning difficulties are, because there are so many and obviously they show themselves in different ways… I think that could have been touched on which would have been quite good. *(Female, 25-29, Flexible PGCE, primary)*

Smaller numbers of trainees (16) mentioned a diverse range of other areas on which they would have liked additional training during their HEI-based preparation. Within this 'other' category, case study trainees drew attention to:

- **Coaching in voice training**
  Maybe, if they were to pick up on the drama thing, and try and teach us more in terms of how to project ourselves… to get a professional in to help with that. (*Female, 45-plus, BA QTS, secondary, ICT*)

- **The use of ICT**
  I think for a lot of people maybe some ICT teaching would be good, even just to be able to have a go… things like the interactive whiteboards that are coming in to all the schools now… so that you could have a go without feeling pressure upon yourself at the time. *(Female, 35-39, Flexible PGCE, primary)*

  ICT, I don't feel at all confident in teaching that. The school has got lots of interactive whiteboards and things like that and in the classes in ICT we have only had bits on that. *(Female, 20-24, PGCE, primary)*

- **Multi-cultural issues**
  Dealing with culture, you know, I mean [my university] professes itself to be preparing their teachers for inclusion, community and education so then I would expect them to talk about the different ways in which you can bring out the best bits in children to respect each others' culture, in a big way, not just sort of glossing over it and not just mentioning it, but actually to talk about it. (*Female, 40-44, Flexible PGCE, primary*)

In addition to identifying particular omissions, 17 case study trainees reported feeling that the training provided by their HEIs was repetitive and felt that their programmes could have been designed to cover a broader range of issues. This was a particularly pressing issue for some of those who followed three- or four- year undergraduate programmes. There was also a feeling among some student teachers that professional studies and subject studies overlapped more than necessary:

There was quite a lot of overlap between the PGCE, the professional studies sessions and the subject sessions, which I know people in other subjects had commented on as well. So we did sometimes feel like you were just rehashing the same things again. *(Female, 25-29, PGCE, secondary, history)*

The thing we found very unhelpful and we got bored of was that over the three years we were actually doing the same thing. As each year goes by you would actually do it in a little bit more detail kind of thing, which we have, but because of this we felt that we were being re-taught all the time and we found

it really boring and unhelpful for our own progress and development. *(Female, 20-24, BA QTS, primary)*

More specifically, a number of the 17 student teachers who saw their courses as repetitive suggested this was due, in part, to HEIs not taking their prior knowledge and skills into account at the start of their training. These trainees felt much of their HEI-based preparation was repeating the knowledge they came with, while doing little to further their understandings of teaching. This was a particular concern of student teachers entering teaching as an alternative career, or from a support role within education:

> There's been an awful lot of repetition from things I've done on the DipHE which I think the college needs to address. [We were taught with the GTPs] and I think a lot of it was geared towards the GTPs, how you teach in schools, learning styles, thinking about the children, things I already knew. *(Female, 45-plus, RTP, primary)*

> One of the problems that I had was that I had a masters degree in computer science and ten years' experience in the IT industry and the lessons the university scheduled for me were ones where they taught us about IT so we had the rather strange situation of me being sat in a lecture theatre being told how to design databases by someone who didn't know how to design databases half as well as me and that was just a silly waste of their time and my time. *(Male, 40-44, GTP, secondary, ICT)*

5.3.4 Teaching methods used during HEI-based preparation

Thirty-one student teachers talked about the way in which they were taught during HEI-based sessions, suggesting that the methods used were not always appropriate to learning about teaching and education more generally. Some trainees were keen for HEI-based staff to model good practice, and some were disappointed when they felt that this had not been the case. As demonstrated below, student teachers were critical of instances where:

- there had been little variety in the teaching methods used (9); and

- lecturers promoted passive rather than participative learning (6).

> I think if they [HEI-based staff] are going to teach something more than once, then [they should] teach it in a different way because that gives you ideas, if you don't understand it [the first time] then you can understand it in a different way, and then when you come to teach it, it makes it a lot easier for you to teach. *(Male, 20-24, BA QTS, primary)*

I think that sometimes some of the lectures we went to were basically somebody standing going through a PowerPoint presentation and to be honest I think that material could have been sent to us, for us to do on our own…. We just went and sat and listened for half a day or so. *(Female, 45-plus, SCITT, secondary, ICT)*

I could have done with a bit more rather than sitting and listening to being told how to do it, being shown how to do it. *(Female, 25-29, BEd, primary)*

[I] realised that no matter how much my lecturers sit there and talk at me I wasn't actually learning. I'd always sort of thought I was a scatter brain and I was rude because I don't pay attention to people and when you're suddenly learning about learning styles you realise that it's just your learning style. *(Female, 30-34, BEd, secondary, ICT)*

A small number of trainees also drew attention to activities which they had enjoyed during HEI-based sessions, but stated that they were uncertain how far such activities would help them to develop skills which they could draw upon when teaching pupils in school.

[For D&T] there must be a much more constructive way than just giving us lots of sugar paper and glue and paints and saying we are going to play some music, now everybody just draw what you feel to the music. You know, it was fun but we didn't get a lot out of it in terms of what we need to do in the classroom. *(Female, 25-29, PGCE, primary)*

We did some peer teaching which was quite good, but at the same time it was good but it was unreal because you are teaching people who can already speak the language… I don't know that I was that comfortable with it… I felt odd because it basically wasn't real… it didn't feel right because I wasn't in front of a class... I just taught them and I knew it would be okay. *(Male, 25-29, PGCE, secondary, MFL)*

Having drawn predominantly on case study data to explore aspects of their HEI-based preparation that trainees reported feeling positively and not so positively about, we now report in more detail the findings of our analyses of survey data relating to two of the themes identified above, namely student teachers' relationships with their peers and with HEI-based teacher educators respectively.

5.4 Survey data on student teachers' relationships with their peers[135]

Survey participants were asked to rate the relationships they formed with their peers during their ITT programmes. **The vast majority of such trainees reported that such relationships were either 'very good' (61% actual, 60% weighted) or 'good' (31%).** The responses to this question are summarised in Table 5.1 below, in which the figures in the final column have been weighted for the variable 'ITT route' to provide percentages that are likely to be more representative of the body of student teachers nationally at the time that these trainees were taking / completing their ITT courses, i.e. the academic year 2003-2004. As we can see, the weighted figures are very similar to the actual figures for the trainees in our sample. As mentioned in relation to previous findings (e.g. Section 3.7), this could be explained by the skewed nature of the data (the vast majority of trainees selecting the most positive response categories) and the fact that (as we shall see) the routes which differ most from the rest are those with relatively small numbers of respondents, like the GRTP and the Flexible PGCE routes (see Tables 5.2 and 5.3).

Table 5.1: Thinking about your ITT programme, how would you rate the relationships you formed with other ITT trainees?

	Frequencies	Valid per cent (actual)	Valid per cent (weighted)
Very good	1,922	61%	60%
Good	965	31%	31%
Neither good nor poor	161	5%	6%
Poor	51	2%	2%
Very poor	26	1%	1%
Can't generalise	12	(0)%[136]	(0)%
Don't know	5	(0)%	(0)%
No. of cases	**3,142**		

N=3,162 (missing values=20). Percentages may not sum to 100 due to rounding.

Variation by (and within) phase

There were some differences in the reporting of relationships with other ITT trainees between those training to teach in the primary and secondary educational phases. The biggest difference was observed in the 'very good' category, with **64 per cent of**

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[135]We should note that whilst these findings are presented here in a chapter on student teachers' HEI-based experiences (notably because interviewees' indicated that their relationships with peers were a major feature of their HEI-based experiences), the survey data also refer to relationships with peers of those trainees who did not have any direct HEI-based input into their ITT (such as some GRTP trainees).

[136](0)% stands for 'less than 0.5'. The same applies to all the tables in this chapter.

those training to teach in primary schools reporting their relationships with their peers as 'very good' compared to 58 per cent of those training to teach in secondary schools. A standard test of chi-square was carried out revealing that the observed differences between the responses of primary and secondary phase trainees were statistically significant.[137]

It may be noted that, in addition to the variation in responses from trainees following different educational phases, there is also evidence of variation in the responses of secondary phase trainees according to their subject specialism. More specifically, **'arts', 'physical education' and 'humanities' trainees reported having developed better relationships with their peers** than those in other subject areas, with 'English' and 'maths' trainees giving the lowest ratings.[138] For example, 67 per cent of those training to teach arts subjects, compared with 50 per cent of those training to teach maths reported 'very good' relationships with other trainees. The mean ratings of these two groups were 4.6 and 4.3, respectively.

Variation by route

Tables 5.2 and 5.3 show the responses of student teachers, by ITT route, for those training to teach in primary and secondary schools, respectively. Whilst in each of the six different routes, more than 85 per cent of primary phase trainees and 75 per cent or more of secondary phase trainees reported either 'very good' or 'good' relationships with peers, we can see that in both (primary and secondary) educational phases, **GRTP trainees were the least likely to rate their relationships with peers as 'very good'**, compared with those following other routes. Tables 5.2 and 5.3 also give the average (mean) rating of trainees' relationships with peers, both within each ITT route and for the sample as a whole. We can see that GRTP and Flexible PGCE trainees have the lowest mean ratings within both primary and secondary phases, whilst **the highest mean ratings were found amongst BEd, BA/BSc QTS and SCITT respondents**.

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[137]Chi-square=13.61, df=4, p=0.009.
[138]Chi-square=23.80, df=14, p=0.048. To avoid violation of the assumption of minimum expected counts, the response categories 'Very poor', 'Poor' and 'Neither good nor poor' were collapsed in carrying out this test.

Table 5.2: Thinking about your ITT programme, how would you rate your relationships with other trainees on your ITT programme? (Primary phase trainees)

	Per cent (%)							*SCALE MEAN* [139] *(X)*	No. of cases
	Very Good	Good	Neither good nor poor	Poor	Very poor	Can't generalise	Don't know		
BEd	70	26	4	1	0	0	0	*4.6*	**198**
SCITT	67	29	3	1	0	0	0	*4.6*	**119**
BA/BSc QTS	66	29	3	1	1	(0)	0	*4.6*	**631**
PGCE	62	31	4	1	2	0	0	*4.5*	**288**
Flex. PGCE	57	32	8	3	0	0	0	*4.4*	**62**
GRTP	53	36	8	2	1	0	1	*4.4*	**183**
Total	64	30	4	1	1	(0)	(0)	*4.5*	**1,481**

Chi-square: p=0.02. Percentages may not sum to 100 due to rounding.

Table 5.3: Thinking about your ITT programme, how would you rate your relationships with other trainees on your ITT programme? (Secondary phase trainees)[140]

	Per cent (%)							*SCALE MEAN (X)*	No. of cases
	Very Good	Good	Neither good nor poor	Poor	Very poor	Can't generalise	Don't know		
BA/BSc QTS	69	28	2	2	0	0	0	*4.6*	**137**
SCITT	65	27	5	1	0	2	0	*4.6*	**172**
PGCE	61	31	5	2	1	0	(0)	*4.5*	**731**
GRTP	44	40	11	3	1	1	1	*4.2*	**295**
Flex. PGCE	46	29	15	6	6	0	0	*4.0*	**55**
Total	58	32	6	2	1	1	(0)	*4.5*	**1,390**

Chi-square: p<0.001. Percentages may not add up to 100 due to rounding.

To test for the statistical significance of the observed differences in the reporting of relationships with peers between ITT routes, a chi-square test was conducted within the primary and secondary phases, separately. The test showed statistical significance in both cases.[141]

There were, however, no statistically significant differences between the responses of trainees following similar ITT routes with different providers.

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[139]Unless otherwise stated, subgroups of trainees in this and other two-way tables have been rank-ordered by the highest arithmetic mean. Where the mean is equivalent across two or more subgroups of trainees, or if it cannot be calculated, these have been rank-ordered by the highest percentage selecting the most positive rating category (e.g. 'very good'). Where this percentage is still equivalent across two or more ITT routes, these have been rank-ordered by the highest percentage selecting the second most positive rating category (e.g. 'good').

[140]Numbers of secondary BEd trainees (22) were too small to include in the table.

[141]Primary phase: chi-square=27.87, df=15, p=0.02. Secondary phase: chi-square=62.35, df=12, p<0.001. The categories 'very poor' and 'poor' were collapsed.

Results of regression analysis

Although the statistical analyses reported above enabled us to identify which variables were statistically associated with trainees' ratings of their relationships with peers during their initial teacher preparation, they do not allow us to test whether these (educational phase or ITT route) or other variables (e.g. gender, age, ethnicity) have an independent effect on trainees' responses or whether the observed effect is due to its association with another variable. To answer this question, an ordinal logistic regression analysis was carried out.

Six explanatory variables were entered into the regression model. These included ITT route, age, gender, ethnicity, educational phase, and whether a trainee had (indicated in 'Wave 1' of the study that they had) chosen a particular route because they wanted to train alongside people in their peer group / in the same situation as themselves.[142]

Four variables had a statistically significant effect on trainees' ratings of the relationships they developed with other trainees during their initial teacher preparation. They were ITT route, age, ethnicity and educational phase. Of these, **ITT route had the largest effect size, followed by age, phase, and ethnicity,** in descending order. These results are based on comparing the absolute difference between the highest and the lowest beta weights of the various subgroups of trainees across explanatory variables in Table 5.4, considering that the reference group always has a beta weight of zero. Further details are provided in Appendix D.[143]

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[142]As already noted elsewhere, the 'Wave 1' survey investigated student teachers' preconceptions and expectations of teaching and ITT. The findings are reported in Hobson and Malderez (Eds) (2005).

[143]A multinomial regression was also carried out by entering the outcome variable with four response categories (instead of three): (1) 'very poor or poor', (2) 'neither poor nor good', (3) 'good', and (4) 'very good'. In this way, the two most positive categories (i.e. 'good' and 'very good') were kept separate to enhance the sensitivity of the model. Gender and trainees' reporting of whether (or not) they had chosen a particular route because they wanted to train alongside people in their peer group emerged as additional predictors from this model. More specifically, male trainees were more likely to give a 'good', rather than a 'very good', rating of their relationships with peers compared with female trainees. Conversely, trainees who had chosen a particular route because they wanted to be alongside people in their peer group were more likely to give a 'very good' (rather than a 'good' or 'neither good nor poor') rating of such relationships compared with those who had not reported this reason for choosing their route. The latter variable had a larger effect size than phase and ethnicity, but smaller than route and age. Gender had the smallest effect size of all the predictors.

Table 5.4: Ordinal logistic regression results

Relationships with other ITT trainees - 1: Poor or very poor, 2: Neither good nor poor, 3: Good or very good		
EXPLANATORY VARIABLES	*B*	*Beta weights*
AGE[144]		
35-44 years old	-0.46*	-0.17*
EDUCATIONAL PHASE[145]		
Secondary phase	-0.29*	-0.15*
ETHNICITY[146]		
BME	-0.50*	-0.13*
ITT ROUTE[147]		
Flexible PGCE	-1.12*	-0.22*
GRTP	-0.72*	-0.27*
No. of cases	**2,836**	

*Denotes a statistically significant effect.

The differences between the responses of those in different age groups and those with different ethnic backgrounds, regarding the relationships they developed with their peers during their ITT, are reported below.

Variation by age

Table 5.5 shows that **trainees under 25 years of age, as well as those aged '45 or more', tended to rate their relationships with peers slightly more highly than those in the intermediate age range of '25-45'.** For example, 66 per cent of those aged 'under 25' rated their relationships with other ITT trainees as 'very good' compared with 56 per cent of those aged '25-34' and those in the '35-44' age group. As we can see, the mean rating is 4.4 for the two mid-range age groups and 4.6 for those 'under 25' or more than 45 years old.

Table 5.5: Trainees' ratings of their relationships with other ITT trainees by age

	Per cent (%)							*SCALE MEAN (X)*	**No. of cases**
	Very Good	Good	Neither good nor poor	Poor	Very poor	Can't generalise	Don't know		
Under 25	66	28	4	1	1	(0)	(0)	*4.6*	**1,443**
25-34	56	34	6	2	1	(0)	(0)	*4.4*	**947**
35-44	56	32	7	3	1	1	(0)	*4.4*	**552**
45-plus	63	31	4	1	0	1	0	*4.6*	**175**
Total	61	31	5	2	1	(0)	(0)	*4.5*	**3,117**

Chi-square: p<0.001. Percentages may not add up to 100 due to rounding.

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[144]The reference group for age is 'under 25'.
[145]The reference group for phase is 'primary phase'.
[146]The reference group for ethnicity is 'white'.
[147]The reference group for ITT route is 'PGCE'.

Variation by ethnicity

The responses of those from majority and minority ethnic groups are summarised in Table 5.6. We can see, for example, that **63 per cent of those in the majority ethnic group rated their relationships with peers as 'very good'**, compared with a relatively low **39 per cent of those from minority ethnic groups**, whilst the mean rating for 'white' respondents was 4.5, compared with 4.2 for BME respondents.

Table 5.6: Trainees' ratings of their relationships with other ITT trainees by ethnicity

	Per cent (%)							*SCALE MEAN (X)*	**No. of cases**
	Very Good	Good	Neither good nor poor	Poor	Very poor	Can't generalise	Don't know		
White	63	29	5	1	1	(0)	(0)	*4.5*	**2,903**
BME	39	48	9	4	1	1	0	*4.2*	**213**
Total	61	31	5	2	1	(0)	(0)	*4.5*	**3,116**

Chi-square: p<0.001. Percentages may not add up to 100 due to rounding.

5.5 Survey data on student teachers' relationships with HEI-based staff

Trainees responding to the telephone survey were asked to rate the relationships they formed during their ITT with staff in Higher Education Institutions. **From those trainees who reported that they had worked with HEI-based staff (2,742), the vast majority reported positive relations.**[148] That is, 29 per cent (30% weighted) indicated that relationships with HEI-based staff were 'very good' and 52 per cent (51% weighted) stated that they were 'good'. Table 5.7 presents the distribution of responses for the telephone survey cohort as a whole, with data in the last column weighted for the variable 'ITT route'.

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[148]Thirteen per cent of respondents to the telephone survey (420) stated that this question was not applicable, indicating that they did not work with HEI-based staff during their ITT.

Table 5.7: Thinking about your ITT programme, how would you rate your relationships with staff in Higher Education Institutions?

	Frequencies	Valid per cent (actual)	Valid per cent (weighted)
Very good	803	29%	30%
Good	1418	52%	51%
Neither good nor poor	291	11%	11%
Poor	101	4%	4%
Very poor	15	1%	1%
Can't generalise	46	2%	2%
Don't know	68	3%	3%
No. of cases	**2,742**		

N=3,162 (missing values=420). Percentages may not sum to 100 due to rounding.

Variation by phase

There were statistically significant differences in the reporting of relationships with HEI staff between those training to teach in the primary and secondary educational phases.[149] For example, **35 per cent of secondary phase trainees rated their relationships with HEI-based staff as 'very good', compared with 24 per cent of primary phase trainees**. This difference in satisfaction with their relationships with HEI staff is also reflected in the average (mean) ratings amongst those training to teach in primary and secondary schools (4.0 and 4.2, respectively).

There were, however, no statistically significant differences between those training to teach different secondary subjects.

Variation by (and within) route

Tables 5.8 and 5.9 show the responses of trainees, by ITT route, for primary and secondary phase trainees respectively, regarding their ratings of their relationships with HEI-based staff. Whilst there were no statistically significant differences amongst primary phase trainees following different ITT routes, there were statistically significant variations by ITT route amongst the responses of secondary trainees.[150] For example, **48 per cent of those following secondary BA/BSc QTS programmes reported having 'very good' relationships with HEI staff, compared with 21 per cent of those following secondary GRTP routes**.

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[149]Chi-square=49.14, df=4, p<0.001.
[150]Chi-square=27.91, df=12, p=0.006. The categories 'very poor' and 'poor' were collapsed.

Table 5.8: Thinking about your ITT programme, how would you rate your relationships with staff in Higher Education Institutions? (Primary phase trainees)

	Per cent (%)							SCALE MEAN (X)	No. of cases
	Very Good	Good	Neither good nor poor	Poor	Very poor	Can't generalise	Don't know		
BEd	29	50	14	4	0	2	1	*4.1*	**184**
BA/BSc QTS	26	59	9	4	1	1	2	*4.1*	**605**
SCITT	24	56	10	3	(0)	1	5	*4.1*	**96**
GRTP	23	57	11	4	1	1	3	*4.0*	**161**
PGCE	18	62	11	5	0	1	2	*4.0*	**261**
Flexible PGCE	18	54	23	2	2	2	0	*3.9*	**56**
Total	24	58	11	4	1	1	2	*4.0*	**1,363**

Chi-square: p=0.090. Percentages may not sum to 100 due to rounding.

Table 5.9: Thinking about your ITT programme, how would you rate your relationships with staff in Higher Education Institutions? (Secondary phase trainees)[151]

	Per cent (%)							SCALE MEAN (X)	No. of cases
	Very Good	Good	Neither good nor poor	Poor	Very poor	Can't generalise	Don't know		
BA/BSc QTS	48	39	10	3	0	0	1	*4.3*	**126**
SCITT	38	39	11	5	0	3	5	*4.2*	**112**
PGCE	37	46	9	4	1	1	2	*4.2*	**641**
Flexible PGCE	33	44	13	2	0	2	6	*4.2*	**48**
GRTP	21	49	15	4	1	4	6	*3.9*	**219**
Total	35	45	11	4	1	2	3	*4.2*	**1,146**

Chi-square: p=0.006. Percentages may not add up to 100 due to rounding.

It may be noted that, in addition to the variation in responses from trainees following different ITT routes, there is also evidence of variation in the responses of trainees following similar ITT routes with different providers. For example, **31 and 24 per cent of primary BA/BSc QTS student teachers from two providers, compared with only nine and ten per cent of those at two others, reported that their relationships with staff in Higher Education Institutions were 'very good'**.[152]

Results of regression analysis

To test whether or not a number of different explanatory variables had an independent effect on trainees' responses, as opposed to the observed effects being due to its association with another variable, an ordinal logistic regression analysis was carried out. Six explanatory variables were entered into the regression model, namely: ITT

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[151]Numbers of secondary BEd trainees (22) were too small to include in the table.
[152]Chi-square=36.81, df=8, p<0.001. The categories 'very poor', 'poor' and 'neither good nor poor' were collapsed.

route; age; gender; ethnicity; educational phase; plus one variable from the 'Wave 1' survey, namely how important or unimportant trainees reported that they had felt it was (prior to their ITT) that a teacher preparation programme should have university / college tutors observe trainees' practice lessons and give feedback.

The results of the regression analysis showed that **ITT route and trainees' prior conceptions of the importance of university / college tutors observing trainees' lessons and giving feedback** had **independent statistically significant effects** on trainees' ratings of their relationships with staff in Higher Education Institutions. Of these, trainees' prior conceptions had the largest effect size. Further details of these analyses can be found in Appendix D.[153]

Table 5.10: Ordinal logistic regression results

Relationships with HEI staff - 1: Poor or very poor, 2: Neither good nor poor, 3: Good or very good		
EXPLANATORY VARIABLES	*B*	*Beta weights*
ITT ROUTE[154] BA/BSc QTS	0.31*	0.14*
IMPORTANCE OF UNIVERSITY TUTORS OBSERVING LESSONS ('WAVE 1')[155] Neither important nor unimportant Fairly or very important	1.09* 1.51*	0.26* 0.40*
No. of cases	**2,461**	

*Denotes a statistically significant effect.

Variations in responses according to trainees' prior conceptions of the importance of university / college tutors observing and giving feedback on lessons, are reported below.

Variation by reported pre-course attitudes

It is interesting to note that **trainees who reported in the 'Wave 1' survey that having university tutors observe and give feedback on lessons was 'fairly' or**

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[153]To enhance the sensitivity of the model, a multinomial regression was also carried out by entering the outcome variable with four response categories (instead of three): (1) 'very poor or poor', (2) 'neither poor nor good', (3) 'good', and (4) 'very good'. Educational phase and ethnicity emerged as additional predictors from this model. Trainees from minority ethnic groups were more likely to give a 'very poor or poor' rating of their relationships with HEI staff than trainees with a white (majority) ethnic background. Educational phase had a larger effect size than ITT route, but smaller than trainees' prior conceptions about the importance of having university tutors observing lessons. Ethnicity had the smallest effect size of all the predictors.

[154]The reference group for ITT route is 'PGCE'.

[155]This variable takes the following values: (1) very or fairly unimportant, (2) neither important nor unimportant and (3) fairly or very important. The first group is defined as the reference group.

'very important' were more likely to report 'good' or 'very good' relationships with these tutors after completing their ITT programme than those who had reported that such involvement of tutors was 'fairly' or 'very unimportant'**.** More specifically:

- Eighty-five per cent of those who indicated (in the 'Wave 1' survey) that having university / college tutors observe and give feedback on lessons was 'fairly' or 'very' important reported, at the end of their ITT, that their relationships with HEI staff had been 'good' or 'very good', compared with 56 per cent of those who indicated that having university / college tutors observe their lessons and provide feedback was 'very' or 'fairly' unimportant.

- On the other hand, only four per cent of those who stated (at 'Wave 1') that having university / college tutors observe and give feedback on lessons was 'very' or 'fairly' important reported (at the end of their ITT) that the relationships they had developed with HEI staff were 'poor' or 'very poor', compared with a relatively high 16 per cent of those who had expressed the belief that this involvement of university / college tutors in lessons was 'very' or 'fairly' unimportant.

5.6 Discussion and Implications

Case study findings reported in this chapter provide evidence of the **variety** of experience that being a student teacher entails. Further findings (as well as detail in the data reported in this chapter) suggest that individual staff members and ITT providers, as well as the prior conceptions and experiences of each trainee, play a crucial role in creating this variety of experience.

There is, for example, evidence of **fragmentation**, both at the level of practical administration (e.g. some trainees needing to inform school-based tutors about aspects of their programmes) and approach (e.g. with some trainees receiving conflicting messages from different programme personnel). This may stem from a lack of communication of various kinds between ITT 'partners', and may, in part, relate to issues of time and timetabling. On the other hand, some trainees specifically report the benefits of a close school-university partnership and of good personal

relationships between individual members of the programme personnel from each site.

Some student teachers report tutors' use of pedagogies perhaps more suited to the development of factual or academic knowledge than to the development of the types of 'knowing' that enable a teacher to function in schools. On the other hand, other trainees provide more favourable reports of, for example, the opportunities to experience first hand, through their tutors' modelling, a variety of classroom strategies.

Implications of these findings, therefore, include the need for continued **policy** support for work on strengthening partnerships and communication, and for **provider** effort in this regard. In addition, while it will always be the case that different people experience the same circumstances differently, if the same goal is to be achieved by all student teachers, then tutor ability and willingness to respond to immediate student needs is crucial. There are further implications, therefore, for development opportunities for **programme personnel.** Case study data on the perceived irrelevance of aspects of HEI-based provision also have implications for the pedagogies of individual tutors, as well as for programme level planning, with attendant resource implications for both **providers** and **policy-makers**.

Although the majority of case study trainees reported feeling well prepared to take up a teaching post at the end of their ITT programmes (see Section 5.2.3 above, and Section 6.2.1 in the following chapter) findings summarised above suggest areas where gaps were felt. This may be a function of the local educational context, timetabling of provision in particular providers, or particular student teacher needs. These findings, therefore, suggest the need for **providers** and **policy-makers** to continue to work on ways to address the need for flexible, responsive provision at programme level.

Also notable in the data reported in this chapter are data regarding the perceived value of the support of peers. We saw that trainees following the GRTP route were less likely than those on any other route to rate their relationship with their peers highly, and that those belonging to minority ethnic groups were also less likely than their

majority ethnic group counterparts to rate such relationships as 'very good'. Both findings are potentially explainable: the first by the fact that GRTP trainees tend to have less contact with their peers than those on other routes, and the second because of possible differences in ways of seeing the world. We saw in the previous chapter that GRTP trainees rated their relationships with mentors and other staff in school more highly than student teachers following other routes, and, making the connection between quality of relationship and support, we can assume that GRTP trainees are not disadvantaged in this respect. However, the same cannot be said for trainees who are members of minority ethnic groups, who, as we saw in the previous chapter, also rated their relationships with adults in schools less highly than their majority ethnic group counterparts. Given the importance of recruiting and retaining teachers belonging to minority ethnic groups, and the potential for diminished support for those with less than good relationships, every effort must be made to address this issue.

6 Outcomes of ITT

Key Findings

- 97% of survey respondents reported feeling 'very' or 'fairly' confident that their ITT programme had prepared them to be an effective teacher.

- A higher proportion of GRTP trainees, and a lower proportion of PGCE trainees, than those following other routes reported feeling 'very confident' that their ITT route had prepared them to be an effective teacher.

- Over a quarter of case study trainees (24 out of 79) indicated that they had changed their views regarding the teaching profession during their ITT, and in particular, that they had discovered that 'being a teacher' was harder than they had originally thought (18), and that they had developed an increased awareness of the responsibilities involved in being a teacher (15).

- Many (65 out of 79) case study trainees related their current views of teaching and learning to the influence of their ITT programmes, including: the importance their programmes placed on pupils' different learning styles and the importance of creative teaching (28); using a variety of teaching methods in their teaching (16); and the importance of differentiation within the classroom (12).

- When telephone survey participants' 'Wave 2' ratings of the value to teachers of various skills/knowledge were compared with those given at 'Wave 1', responses indicated a general trend towards higher ratings. For example, 73% of respondents rated the skill of *'being able to deal with pastoral issues'* as 'very important' in the second wave of the study, compared with 39% who stated this in 'Wave 1'.

- Over a third of survey participants regarded '*Knowledge about my teaching subject(s)*' (36% actual, 38% weighted) and '*Ability to develop productive relationships with pupils*' (36% actual, 37% weighted) as a teaching strength.

- Specific areas in which case study trainees indicated (unprompted) that they felt particularly well-prepared included: subject knowledge (22 out of 79); classroom management (21); and lesson planning (18).

- Areas identified (without specific prompting) by case study trainees as those in which they felt least well prepared included subject knowledge (again) (23 out of 79); teaching a specific key stage (14); assessment (including differentiation) (10); and adapting to a different school (10).

6.1 Introduction

The previous three chapters have addressed student teachers' experiences relating to the content of their ITT programmes. This chapter explores student teachers' accounts of what we are calling the 'outcomes' (or some of the outcomes) of ITT, and the extent to which such accounts vary according, for example, to the ITT route followed by the trainee participants in our study. Firstly, drawing on case study data we consider:

(1) how prepared trainees felt to take up a teaching post at the end of their ITT, and what they felt were their particular strengths and weaknesses as teachers; and

(2) student teachers' attitudes towards both the teaching profession and teaching (including how such attitudes may have changed since they began their ITT).

Secondly, we present the results of our analyses of telephone survey data to examine:

(1) student teachers' perceived strengths as teachers;

(2) the skills and knowledge that trainees felt were important for teachers to posses; and

(3) student teachers' confidence, in hindsight, in their training routes' ability to equip them with the necessary skills and knowledge they felt they needed to become teachers.

6.2 The extent to which student teachers felt prepared to take up a teaching post

At the end of their ITT programmes case study trainees were asked:

- how well prepared, in general, they felt to take up a teaching post;

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- which particular aspects of teaching they felt that their ITT had particularly well prepared them for; and

- which aspects of being a teacher, if any, they did not feel well prepared to undertake.

6.2.1 How well prepared student teachers felt in general to take up a teaching post

The majority of case study trainees (65 of the 79) stated that they felt ('very' or 'fairly') well prepared to take up a teaching post on completion of their ITT programme, with only five trainees reporting feeling 'not well prepared'.

Those (23) case study participants who stated that they felt 'very well prepared', often talked about how far they had come (or had developed) during their training programmes:

> When I first started the course I couldn't imagine that nine months or whatever it is later I'd suddenly be this teacher that's able to go out and do things but I really do feel very prepared now. *(Female, 20-24, PGCE, primary)*

In particular, those case study participants who had followed employment-based (GRTP) routes discussed the intensive nature of their experiences, which made them feel that they had already been working as teachers:

> The thing is my first job is actually at the school I was at before… there is not an issue in terms of preparation because I am basically carrying on with what I have been doing. *(Female, 35-39, GTP, secondary, history)*

> On my route I feel like I have already done my induction year. *(Female, 20-24, GTP, primary)*

In contrast, those (43) case study participants who stated that they felt 'fairly' well prepared by their ITT programme tended to emphasise that, whilst they may have been provided with the 'tool kit' to teach, they nevertheless needed further experience 'as a teacher' to develop those skills and knowledge they had acquired during their training programmes:

I feel prepared enough academically, all I need is experience now, but that is like any job isn't it? ... So now I think I have all the tools, it is just that I need to put them into practice and learn by mistakes. I always describe it as a bit like learning to drive. *(Female, 45-plus, BA QTS, secondary, ICT)*

On the whole I felt fairly happy that for somebody at my level who's going to be an NQT with fairly limited experience, because that's what you are when you're an NQT, isn't it, [I'm] as equipped as anybody else would be. *(Female, 30-34, Flexible PGCE, primary)*

6.2.2 What student teachers felt well prepared to do

Case study trainees were asked which aspects of being a teacher they felt particularly well prepared to undertake. The areas trainees spoke about most frequently, without prompting, are given below, in the order of those aspects mentioned by the highest number of student teachers. In some circumstances case study participants were prompted on whether they felt well prepared to undertake specific aspects of teaching. In such cases, the number of trainees who responded positively to the prompts is also given.

- **Subject knowledge (22 without prompting, plus 12 with prompting)**
  I feel prepared to do any subject. Each teaching practice we tried to teach different curriculum subjects and not just stick to the ones that I liked so I feel quite, you know, prepared to be teaching all areas of the curriculum. *(Female, 20-24, BA QTS, primary)*

- **Classroom management (21 plus 1 prompted)**
  I've had plenty of support in terms of behaviour management from the school and both my mentor and the heads of year and the pastoral system. Behaviour management I feel very happy about. *(Male, 40-44, GTP, secondary, ICT)*

- **Lesson planning (18)**
  I mean teaching wasn't a problem, I know I can teach, it was very much a case of actually planning lessons and putting it down on paper, that I've got down to a fine art according to my tutor, that's not a problem. *(Female, 45-plus, RTP, primary)*

- **Specific key stage (11)**
  I feel very well prepared for the Key Stage 3 stuff. There's a Key Stage 3 national strategy and we follow that at my school pretty much to the letter and I've now taught all the lessons in the strategy bar a couple of year 9 ones... So Key Stage 3 strategy, I feel very well prepared for that. *(Male, 40-44, GTP, secondary, ICT)*

- **Assessment (including differentiation) (9 plus 2 prompted)**
  We've had assignments focusing on assessment so yes I feel much better about assessment now and sort of using the levels and using primaries and all of that so I feel quite confident. *(Female, 25-29, SCITT, secondary, MFL)*

- **Working with other professionals (4 plus 16 prompted)**
  I did overhear the assistant head saying that I was the only teacher in the school who actually planned for the teaching assistants and the reason I did that was because having been one and walking into a classroom not knowing what they were going to be doing was quite frustrating and then a teacher would tell you 'they're going to be doing this and this and this' but I make sure that they know in advance, they've been briefed in advance if they need any guidance or assistance about how to use a certain application and they want to be shown, I'm ready to give them that time. (*Female, 25-29, GTP, secondary, business*)

- **Dealing with parents (3 plus 14 prompted)**
  In my second placement I was involved in parents' evenings and… I was also attached to a form and I was conducting appointments by myself and it was really useful because it is quite difficult at first… it was really useful to actually see the parents. It didn't feel like I was just a trainee trying to do what they'd told me to do, it was like, this is my form and I've got to sort this out. *(Female, 20-24, SCITT, secondary, D&T)*

6.2.3 What student teachers felt ill-prepared to do

Case study trainees were also asked which aspects of being a teacher they felt least well-prepared to do. Interestingly, many of the aspects of the job listed above as areas some trainees felt well prepared to do, were also mentioned in response to this question by other trainees. In particular, subject knowledge was mentioned by the highest number of trainees in each category. Again, those items mentioned by the highest number of student teachers (without prompting) are listed below:

- **Subject knowledge (23 without prompting, plus 1 with prompting)**
  I think it's still a case of quite a few of the subjects, if I go and teach a lesson I'll have to read up about it beforehand with things in the foundation subjects such as history, geography, RE, it'll be a case of learning what I need to know for each lesson because in the course there's just not enough time to cover all those things. *(Female, 20-24, PGCE, primary)*

- **Specific key stage (14 plus 2 prompted)**

  Probably the one I'm not so well prepared for is probably I'd say post-16s. I haven't done a lot of 'A level'. *(Male, 45-plus, SCITT, secondary, music)*

- **Assessment (including differentiation) (10)**

  At the end of every level we, you know, mark work, we know how to set targets for each individual child… but if I actually had to sit down with one piece each of my children's work and level it with some criteria I would still find it horrendously difficult. *(Female, 20-24, PGCE, primary)*

- **Adapting to a different school (10)**

  It is the whole, you know, how the school want you to do it, you know, obviously they have their own ways of how they plan and do assessment and things like that and it is just being able to fit in then, I suppose. *(Female, 25-29, BEd, primary)*

- **SEN (9 plus 5 prompted)**

  I think that I feel under prepared for dealing with children with special needs and I would have to refer to a more experienced teacher for advice on that. *(Female, 30-34, Flexible PGCE, primary)*

- **Lesson planning (9)**

  I think the thing that really daunts me is actually starting from scratch. When you are in a placement you are given schemes of work that the teacher usually works to and you work from them and kind of tweak them to your own standards, but I think I am a bit worried about the actual starting, putting down, having a look at the national curriculum and writing out plans and things for the whole year which is a bit daunting. *(Female, 25-29, Flexible PGCE, primary)*

- **EAL (6 plus 10 prompted)**

  The school I was at didn't really have any of that kind of thing, even though it was [in an area] which is quite multicultural anyway, the first language was English, so really I had absolutely nothing to do with that at all. We did the professional studies so I picked it up from that aspect but if I had to do that in the first few weeks of the job I'm not exactly sure what I'd do. *(Male, 30-34, SCITT, secondary, ICT)*

6.3 Attitudes towards teaching and the teaching profession

During case study interviews trainees were asked to discuss their attitudes towards teaching and the teaching profession. Interviews also explored whether participants' attitudes had changed (insofar as trainees could recall) since they began their ITT. The

telephone survey also asked trainees to rate how important they felt certain skills and knowledge were for teachers in general.

The majority of those case study trainees who were able to recall their beliefs prior to starting their ITT, reported changes in their attitude towards teaching and the teaching profession. For example, 38 case study trainees reported a change in their views relating to the characteristics of a good teacher, compared with 22 who stated that their views had remained unchanged since beginning their ITT programme. Similarly, **65 trainees reported a change in their ideas about teaching and learning**, compared with nine who stated that their ideas had remained the same.

Below we discuss student teachers' attitudes towards the teaching profession in general, including their accounts of the qualities required to be a (good) teacher, and the personal and professional change involved in 'becoming a teacher'. We then go on to explore student teachers' attitudes towards teaching and learning.

6.3.1 Attitudes towards teaching and the teaching profession in general

This sub-section considers: firstly, case study trainees' attitudes towards the teaching profession; secondly, the skills and knowledge they feel they need (and felt that they were developing) as teachers; and thirdly, the personal and professional change they reported experiencing during their ITT programmes.

Teaching as a profession

Over a quarter of case study trainees (24 of the 79), indicated that they had changed their views regarding the teaching profession during their ITT. In particular, the majority (18) of these 24 discussed the ways in which they had discovered that 'being a teacher' was harder than they had originally thought:

> I think I had a different idea of what teaching was about. I didn't think it was, I thought it was going to be difficult but I didn't think it was going to be as difficult as this. I think it is very, very hard, it is hard to motivate the children, it is hard to get the children to do exactly what you want them to do, without them crawling up the walls. *(Female, 25-29, Flexible PGCE, primary)*

I think I was like everybody else. I thought it was… you get there at nine o'clock and nip off home at four and did nothing all night and then you went in and did it again the next morning. You have lovely long holidays. It's a shallow fix. It's hard, it is hard. *(Male, 30-34, SCITT, secondary, ICT)*

Other ways in which student teachers' reported a change in their views of the teaching profession included:

- a renewed / increased respect for other teachers (7);

- an increased understanding of the commitment required by the profession (6);

- an increased awareness of the responsibility of a teacher for children's teaching and learning (11); and

- an increased awareness of the responsibility of the teacher as a role model (4).

In contrast, seven case study participants discussed ways in which their experiences of ITT had given them a negative view of teachers and one student teacher explained how, since starting her ITT, she had realised that society's perception of teachers was not what she had originally anticipated:

I think in a way teaching used to seem quite glamorous to me, I used to think people would respect me… [But t]he attitude I get from people now I'm quite disappointed and I think that's a shame, and I think that was beginning to come in at Christmas, I was beginning to realise that it wasn't how I thought it was, and now I'm not so blinkered. *(Female, 20-24, PGCE, primary)*

Teaching skills and qualities

Student teachers were asked about their conceptions of the characteristics of a good teacher. In response to this question, they tended to talk both about general qualities or attributes on the one hand and specific skills that (good) teachers needed to possess on the other. Interestingly, many case study participants related these skills and qualities to their own development as teachers.

The qualities discussed by student teachers as being necessary in the teaching profession included being '*larger than life*', having a '*sense of humour*', and having '*sensitivity*', '*patience*' and '*strength*'. Some case study participants also talked about the need to be '*non-judgemental*', '*enthusiastic and energetic*', '*hard working*', '*well*

rounded', *'inspirational'*, *'a good listener'*, *'caring'* and *'friendly'*. Those qualities discussed, in more specific terms, by the highest number of trainees are illustrated below.

- **Confidence (34)**
  Generally teaching, well, I think you've got to be really confident because the type of things the kids throw at you, there's a range of kids out there, the type of things that they'll throw at you, you have to deal with all of them. *(Female, 20-24, SCITT, secondary, D&T)*

- **Flexibility (16)**
  I think throughout the year I have managed to become a bit more relaxed and flexible… you plan to deliver a certain way to get so much done but at certain times I think I have had to say this isn't really going or they have found something that really interests them here, so to stop and sort of roll back and improvise as you go along which I wouldn't have been confident enough to do at the start. *(Female, 25-29, PGCE, secondary, history)*

- **Patience (12)**
  Patience, that's the main one. Understanding, a calm nature, especially with little ones, even the older ones. If you rant and rave they're just going to raise their voices. If you're patient and calm and willing to listen to the children, not hear your own voice all the time, basically let them find out their own way of learning and you're there to facilitate that, that's my personal view. (*Female, 40-44, SCITT, primary*)

- **A sense of humour (11)**
  I think my best attributes are the fact I've got a good sense of humour, it has to be fun, the children have to enjoy it, making it as enjoyable as you can they'll be more interested, more motivated. (*Female, 45-plus, RTP, primary*)

Case study participants also identified certain skills as being required by a (good) teacher, many of which some trainees felt they had themselves acquired during their ITT programmes:

- **Preparation (26), planning and structure (7)**
  I suppose I probably did have a bit of an airy-fairy view that the teacher came in and what should we talk about today sort of thing… I hadn't realised just how structured and how rigid, and how it needs to be and as soon as you are in there, you suddenly realise that you need to know what you are teaching this afternoon, you need to know what you are teaching the whole term and it becomes a very different kettle of fish. *(Female, 35-39, Flexible PGCE, primary)*

- **Belief in continuing professional development, including keeping up to date with professional change and learning through trial and error (21)**
  What I see in a good teacher, those who are changing all the time, will take on new techniques, new ideas, new approaches and feel really strongly about the children, which is really good. *(Female, 40-44, GTP, primary)*

- **Working as part of a team (6)**
  I think that is, I have learnt that as much as anything else I think, that you can't do it all on your own. *(Male, 20-24, BA QTS, primary)*

It is interesting to note, that whilst some (6) case study trainees discussed the importance of teamwork, others (albeit only two case study participants) talked in this context about the autonomy / independence of the teaching role:

> I think it is, even with all the arrangements and all the guidelines it is quite an autonomous role. You get down and you do it, it is your class and you choose how to do it almost, and as long as your results are good and the children behave well, and you cover the syllabus that you are supposed to be covering, it is up to you, to keep your records… what I actually do day to day, minute to minute is actually very much up to me. *(Male, 35-39, BEd, primary)*

Personal and professional change

During case study interviews student teachers were asked if they had changed in any ways either professionally or personally. As indicated above, many trainees discussed ways in which they had changed as teachers in relation to the skills and qualities needed within the teaching profession:

> I think professionally, yes, I have become a teacher and I can't really say, but I went from somebody who thought I would love to be a teacher and now I am a teacher and I have kind of made that, it has taken me three years to take this giant leap to get from one to the other. *(Male, 35-39, BEd, primary)*

Eight trainees discussed this in terms of the realisation that they now 'knew that they could do it':

> I want to do this and do it the best that I can so I am trying to do it as good as I possibly can, but from a professional point of view I know I can do it. *(Male, 35-39, BEd, primary)*

Some case study participants also discussed developing a teaching persona. Within this:

- four trainees talked in terms of being an 'actor' in the classroom; and
- three trainees talked about being able to incorporate themselves and their own personality into this 'teacher persona'.

- **Teacher as 'actor'**
I think you have to be very, very strong in your personality and then to decide that you are going to be a teacher and in a way see yourself as a teacher, that is the first part and I think really that is the confidence or persona part of it. And then as you go along you learn the acting part of it as well and you do pad it out, you know. *(Female, 25-29, PGCE, primary)*

- **'Self' as teacher**
You don't have to put on a front you know, you can be who you are and just take that to the classroom… I think it's just changed my view that you are not, there's not a barrier there, you know, between you and the children, you can just be who you are and just teach. *(Female, 20-24, BA QTS, primary)*

I think as the four years go on you're a little bit more braver to sneak in your own identity, so I think now that is something I have changed towards them. *(Female, 20-24, BEd, primary)*

Others (6) discussed the idea of taking on models of good teaching:

[One teacher] I watched her teach and just thought I would want to do it like, it was effortless, the kids had a nice time, they had respect for her, but they were learning all the time. *(Male, 35-39, BEd, primary)*

I mean I have looked at a few teachers and I have thought, oh yes, I would like to be that kind of teacher, but, you know, you look at people like that and you admire them for what they do and how they do it, and you kind of try to use their strategies in some ways. *(Female, 20-24, BA QTS, primary)*

Unsurprisingly, however, given the realisations about what is involved in the teaching profession (discussed above), twelve trainees mentioned having adjusted their expectations about what they could actually achieve as teachers:

I think I've come to terms with the fact that I'm not going to go into the classroom and be the world's best teacher and I've got a lot to learn and I think the pressure I've put on myself has been more through the expectations of what I thought I should be doing in schools… I've just looked at things overall and been a lot less self critical and I think the self criticism was what was stressing me out so much. *(Female, 40-44, PGCE, secondary, geography)*

I've set myself such high expectations if I can't reach them I beat myself over the head about it really and I've had to learn to accept that I cannot keep it up at that rate and that sometimes what I do is fine… so if one day I teach a lesson and I think I could have done it a lot better than that, OK I could have done, but today I didn't for whatever reason, but what I did was good enough. I think my perfectionist streak is waning a little bit. *(Female, 45-plus, RTP, primary)*

Student teachers also **discussed changes which impacted both inside and outside of the classroom. The change mentioned** (by far) **by the greatest number (31)** of student teachers (without prompting) **was an increase in their self confidence**:

Before I wouldn't really have thought that my views stood for much, if that makes sense, and now I feel happy to stand up and say 'yes, I think this'. I mean, be questioned on it, but have the self confidence to know that what I say maybe does have some importance. *(Female, 20-24, BA QTS, KS 2/3, RE)*

Personally I think it has made me a stronger person because I have had to fight for this for a long time and obviously I have got over hurdles because when I was at school they said I would never amount to anything and this, that and the other, so it has built up my confidence such a lot and it has made me think that I am doing something worthwhile. *(Female, 25-29, Flexible PGCE, primary)*

Smaller numbers of trainees mentioned:

- a change in attitude (4); and
- becoming more mature during their ITT (2).

Both of these issues are illustrated below.

- **A change in attitude**
  I have probably mellowed a lot because I had a very black and white view of the world [in my previous job] and I think there is much more room in my life for the grey area now in the middle. *(Male, 45-plus, SCITT, secondary, music)*

- **Becoming more mature**
  I think I'm more grown up, obviously. I have matured a lot because if you can do a normal university course where you are just with other students all the time then you don't really need to grow up as much, but when you are working in school and that's people's workplace and you are going in and sitting in the staff room and that sort of thing, you do have to, you have to learn how to sort of, I guess it's your like interpersonal skills that develop. *(Female, 20-24, BA QTS, primary)*

More notably, **many (71) student teachers talked about wider personal change that had occurred since they had started their ITT programmes, for example, in their social life or family relationships**:

> It is something that your friends notice quite a bit I think and certainly your family do. I am a lot more focused I suppose. Not that I was lacking in focus before, but just having much, a clearer direction. I suppose I understand what I am capable of a lot more now, than I did beforehand and my 'to do' before I am 30 list has certainly swelled. But no, I think it does change you and you have to be very open to that and, but not take yourself too seriously. *(Female, 20-24, PGCE, secondary, RE)*

> And with my children, try not to shout too much because I hate it when I hear a teacher shouting at the kids. The kids probably think 'eurghh', so at home I am trying, 'don't do that, leave it alone', trying to be calm, trying to not provoke. Before, when the kids get loud I get loud as well and like, even if they are screaming I am like 'stop' and instead of, they just, but yes, I have. *(Female, 30-34, Flexible PGCE, primary)*

6.3.2 Attitudes about teaching and learning

A recurring theme in case study participants' discussions of their attitudes toward teaching and learning was that of the pupil-focused nature of student teachers reported classroom-based practice, with the majority of case study participants (42) directly discussing their relationships with pupils. For example:

> I have been able to sort of relax more with the pupils and actually develop a bit of a rapport and a bit of a relationship with them, and perhaps not be as sort of distant as I was to start off with. *(Female, 25-29, PGCE, secondary, history)*

> Just involving them [pupils] as well. Being able to involve them in a way that is non-threatening, where they can actually come up to you and say, well, we want to do this, can I do this next time. So you have to really include them, it is a partnership really, whereby you still, I suppose you are still the boss, but you can sort of delegate as well, it is, I don't know, it is weird. *(Female, 35-39, BA QTS, primary)*

More specific aspects of this pupil-focused classroom practice mentioned by case study trainees – including the ways they themselves have changed as teachers – are listed below (in descending order), with illustrating quotations:

- *Pupil focused teaching, including targeting pupils' learning and ascertaining what pupils have learnt (37)*

Some teachers are able to teach but they are not able to really impart any form of learning into a child… Before I thought, oh, because the child has just told me that's an equal side, the child has learnt something. You know, that is not the case, the child is probably just repeating what you have said. But like, for you to ascertain if a child has really learnt something there are other ways that you have to go about doing that. *(Female, 30-34, Flexible PGCE, primary)*

- *Being more aware of pupils' learning needs (26)*

I am more aware now of a child's development, probably on a professional level. Obviously towards the end of the course I think oh, yes, I think I understand more how children develop and how their learning needs go along with that, I think that's it. *(Female, 20-24, BEd, primary)*

- *Being more aware of pupils' pastoral needs (12)*

[Y]ou have these 30 children and you have them for every day of the week for a period of time and the problems they may be bringing to school, the problems that they are having at school, and trying to help them deal with those and deal for some of them with the teaching and everything, that sort of side of it I hadn't quite… grasped… how challenging that could be. *(Female, 35-39, Flexible PGCE, primary)*

- *Focusing on children's learning (11)*

I think that in the second year it was very much, you know, like having taught a lesson I think it was very much more on me, how I taught the lesson and things like that, whereas now it is more, well, 'have they learnt it?' *(Female, 20-24, BEd, primary)*

- *Interacting with pupils (11)*

I thought I was going to get a class of horrible kids when actually you get a class of kids and they make you smile because some of them are so witty and amusing and funny and nice and one or two of them are challenging. So that changed the whole idea that all of them would be horrible and I think most people do have that idea. *(Female, 45-plus, BA QTS, secondary, ICT)*

As seen above, many student teachers discussed the ways in which their ITT had influenced their attitudes towards teaching and learning. Building on such ideas **28 trainees discussed the importance they placed on students' different learning styles and the importance of creative teaching**:

Watching the teachers and how they delivered the lessons and getting bits of their styles… I think just the variety and trying to engage the kids and trying

to get much more sort of hands-on activities where they are actually involved, whether it is just standing up or moving around or just, you know, moving cards, but something that engages them kinaesthetically, as well as just talking at them. *(Female, 25-29, PGCE, secondary, history)*

I'd really like to find that in-between and I'd like to branch in that more creative direction but I think bringing in the structure, and I think it's taught me that you can be inspired by practice and that it's good to try and find the right place for you and to be innovative, that's like another goal really, that's something that I'd like to work towards, innovative practice I think. *(Female, 20-24, PGCE, primary)*

Associated with this was the idea of using a variety of teaching methods (16 case study participants referred to this) and the importance of differentiation within the classroom (12):

- **Variety of teaching methods**
  I consider a good teacher to be somebody who can teach but can teach in different ways I discovered, which I knew before but I discovered even more so this year, that they all learn differently and one approach will not suit all and you've got to adapt and you've got to change. *(Female, 45-plus, RTP, primary)*

- **Importance of differentiation**
  I think the differentiation is such a hard thing to do. Once you've pushed yourself and got the hang of it, you know what you should be aiming for and the way you should approach it. I think that's one thing that's been taught particularly well. That's something I didn't have any perception of when I started. *(Male, 45-plus, Flexible PGCE, secondary, physics)*

Consequently, trainees frequently talked about their developing 'philosophies of education' and the ways in which these influenced their own classroom management:

- **The importance of establishing foundation rules (32)**
  I think making them feel safe as well, creating like a safe, positive environment and reinforcing positive behaviour and not allowing children to be negative about each other in that environment because that happens quite easily as well, just sort of laughing at each other. Obviously if it's funny and you're all laughing together it's different. *(Female, 25-29, PGCE, secondary, English)*

  I think bizarrely, a happy class is one that you are in control of and you are quite strict with, I think. I think they are happier that way. I think certainly I know from my last practice, when things were going mad in my class there were a lot of children who looked unhappy and they were putting up

their hands saying I want to learn, I want to learn, and that was because of their conditions in that class. *(Male, 25-29, PGCE, primary)*

- **The need for learning through fun and enjoyment (17)**
  It has to be fun, the children have to enjoy it, making it as enjoyable as you can, they'll be more interested, more motivated, you've got to motivate them so that they will learn. *(Female, 45-plus, RTP, primary)*

- **The need to be enthusiastic (16)**
  I always thought you're going to have to be interesting and fun, that you're going to have to engage the kids. *(Male, 40-44, GTP, secondary, ICT)*

- **Being firm but fair (6)**
  Someone who can keep the class under control, firm and fair dealing with the children. *(Female, 30-34, RTP, secondary, ICT)*

- **Having respect for children (6)**
  Rather than a friend they should have respect for you, but you should get on with each other really. I think mutual respect. I have got to respect others, pupils, and they have got to have respect for me. *(Female, 20-24, BA QTS, secondary, geography)*

- **The importance of positive appraisals (5)**
  When I started one thing I wasn't aware of was the language that teachers use. The language of praise, language of reproaching someone and you have to learn all that, little things like how you are going to say to the child he needs to improve, she needs to improve, so at the same time pointing at the mistake but not pointing at the mistake, it's really, really ambiguous. *(Female, 25-29, RTP, primary)*

The views expressed above do not diminish the importance placed by student teachers on **subject knowledge**, which **was mentioned by 24 case study trainees in relation to their classroom practice**:

> If you haven't got the subject knowledge I think it's difficult to teach as well, you can't teach it well if you haven't got the subject knowledge. *(Female, 20-24, SCITT, secondary, D&T)*

Nevertheless, our data suggest that whilst many student teachers saw subject knowledge as a key element of teaching of learning, or of being a good teacher, they recognised that this was only one amongst a number of important ingredients, and some trainees indicated that they had come to recognise this throughout their ITT programmes.

When I first started I think I thought it was the subject knowledge that was the most important, being able to answer questions, but I think now it is actually less important. I think it is actually the craft of getting up there and delivering what you know, is more important than actually what you know. *(Male, 35-39, BA QTS, secondary, D&T)*

I stood there [observing the class teacher] and thought that is all it is, not that she is strong in any particular specific subject, not that she can teach, her methodology of teaching is better, it is just that these kids were inspired by her. *(Male, 35-39, BEd, primary)*

6.4 Student teachers' perceived strengths as teachers

Student teachers were asked, via the telephone survey, what they felt were their strengths as a teacher at the end of their ITT. The items mentioned (unprompted) by the highest number of trainees are listed (in descending order) in Table 6.1.

Table 6.1: Going into your first teaching post, what would you say are your strengths as a teacher?

	Frequencies	Valid per cent (actual)	Valid per cent (weighted)
Knowledge about my teaching subject(s)	1,047	36%	38%
Ability to develop productive relationships with pupils	1,043	36%	37%
My organisational skills	759	26%	26%
My enthusiasm	590	20%	21%
Ability to maintain discipline in the classroom	527	18%	19%
Ability to develop productive relationships with colleagues	393	14%	12%
Confidence in front of pupils	301	10%	11%
My commitment	254	9%	9%
Staff supervision/management skills	231	8%	7%
Ability to use a range of teaching methods	203	7%	8%
Broad range of knowledge and skills	185	6%	5%
Knowledge/understanding of pupil motivation and behaviour	180	6%	5%
Lesson planning/preparation	171	6%	5%
Knowledge/understanding of the principles of assessment for learning	137	5%	4%
Ability to bring about pupil learning	129	4%	5%
Creative/innovative skills	113	4%	4%
Time management skills	105	4%	4%
Ability to develop productive relationships with parents	102	4%	3%
No. of cases	**2,902**		

N=3,162 (missing values=260). Respondents could give more than one response so percentages do not add up to 100.

Over a third of survey participants (36% actual, 38% weighted) regarded '*Knowledge about my teaching subject(s)***' as a teaching strength** (echoing the area that case study trainees also felt most (and least) prepared for by their ITT). **The same proportion also stated that the '***Ability to develop productive relationships with pupils***' (36% actual, 37% weighted)** was a strength.

Variation by (and within) phase

When the data were analysed by phase **there were statistically significant differences between the responses of those training to teach in primary and secondary schools** for seven of the 18 items listed above**,** and these are listed in Table 6.2 where we can see, for example, that 42 per cent of those training to teach in secondary schools stated that they felt their knowledge about their teaching subject(s) was a strength, compared with 32 per cent of those training to teach in primary schools.[156]

Table 6.2: Perceived strengths as a teacher by educational phase

	Per cent (%)	
	Primary	Secondary
Ability to develop productive relationships with pupils	34	38
Knowledge about my teaching subject(s)	32	42
Ability to develop productive relationships with colleagues	15	12
Knowledge/understanding of pupil motivation and behaviour	8	4
Knowledge/understanding of the principles of assessment for learning	7	2
Ability to develop productive relationships with parents	5	2
Creative/innovative skills	5	3
No. of cases	**1,389**	**1,275**

More than one response could be given so percentages do not sum to 100.
Chi-square: p<0.05 for all listed items.

It may be noted that, in addition to the variation in responses from trainees preparing to teach in different educational phases, there is also evidence of variation in the responses of secondary phase trainees according to their subject specialism. For example, **24 per cent of those training to teach humanities subjects**, compared with only **six per cent of those training to teach maths**, reported '*Ability to maintain discipline in the classroom*' as a teaching strength.[157] **Similarly, 52 per cent of those training to teach physical education**, compared with **33 per cent of those training**

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[156]Chi-square=27.76, df=1, p<0.001.
[157]Chi-square=18.46, df=7, p=0.010.

to teach English, reported '*Knowledge about my teaching subject(s)*' as a teaching strength.[158]

Variation by (and within) route

Some statistically significant differences were also found between the responses of student teachers following different ITT routes, as shown in Tables 6.3 (for primary trainees) and 6.4 (for secondary trainees) respectively. For example:

- **Twenty per cent of those following primary BA/BSc QTS programmes felt that the '***Ability to develop productive relationships with colleagues***' was** a personal strength as a teacher compared with **ten per cent of primary PGCE trainees.**[159]

- **Half of all secondary GRTP trainees** reported that their '*Knowledge about their teaching subject(s)*' was a teaching strength compared with only **28 per cent of those training to teach via secondary Flexible PGCE programmes**.[160]

Whilst we have seen that there are statistically significant differences between the responses to this question of student teachers following different ITT routes, we should also note that there is also evidence of variation in the responses of trainees following similar ITT routes with different providers.[161] For example, **49 per cent of primary BA/BSc QTS student teachers at one provider**, compared with **20 per cent of those at another**, reported '*Ability to develop productive relationships with pupils*' as a teaching strength.[162] Similarly, **29 per cent of those following secondary PGCE programmes at one provider**, compared **with eight per cent of those at another, reported their 'enthusiasm' as a teaching strength**.[163]

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[158]Chi-square=15.71, df=7, p=0.028.
[159]Chi-square=19.26, df=5, p=0.002.
[160]Chi-square=18.78, df=4, p=0.001.
[161]Only providers with 50 or more student teachers following the specified route were included in the above (and subsequent) analysis based on ITT provider.
[162]Chi-square=15.82, df=4, p=0.003.
[163]Chi-square=22.06, df=6, p=0.001.

Table 6.3: Going into your first teaching post, what would you say are your strengths as a teacher? (Primary phase trainees)

	Per cent (%)							No. of cases
	BEd	BA/BSc QTS	PGCE	Flexible PGCE	SCITT	GRTP	Total	
My enthusiasm	22	18	29	21	22	23	22	**298**
Ability to develop productive relationships with colleagues	15	20	10	12	11	13	15	**214**
My commitment	11	7	13	7	6	13	9	**128**
Knowledge/understanding of the principles of assessment for learning	6	8	3	10	4	6	7	**90**
Lesson planning/preparation	6	7	4	2	2	2	5	**71**

N=1,389. More than one response could be given so percentages do not sum to 100.
Chi-square: $p<0.05$ for all listed items.

Table 6.4: Going into your first teaching post, what would you say are your strengths as a teacher? (Secondary phase trainees)[164]

	Per cent (%)						No. of cases
	BA/BSc QTS	PGCE	Flexible PGCE	SCITT	GRTP	Total	
Knowledge about my teaching subject(s)	47	43	28	32	50	43	**537**
My organisational skills	34	27	26	18	25	26	**324**
Broad range of knowledge and skills	3	3	11	20	4	6	**72**

N=1,275. More than one response could be given so percentages do not sum to 100.
Chi-square: $p<0.05$ for all listed items.

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[164]Number of BEd secondary trainees (20) were too small to include in the table.

6.5 How student teachers rated the importance of different types of knowledge and skill for teachers

Participants in the telephone survey were asked to rate how important they felt it was that teachers possess various types of knowledge and skill.[165] The results are summarised in Table 6.5, which shows that the items most frequently rated as '*very important*' were the **'*Ability to bring about pupil learning*' (97%)** and the **'*Ability to maintain discipline in the classroom*' (96% actual, 95% weighted).** In contrast, only 31 per cent of respondents rated '*Awareness of research findings about effective teaching methods*' as 'very important', while six per cent rated this as 'not very important'. Another six per cent of respondents rated '*Staff supervision/management skills*' as being 'not very important' in the teaching profession.

<u>Table 6.5</u>: How important, if at all, would you say each of the following types of knowledge and skill are for teachers?

	Valid Per cent (%)									
	Very Important		Fairly Important		Not very important		Not at all important		Don't know	
	Actual	Weighted	Actual	Weighted	Actual	Weighted	Actual	Weighted	Actual	Weighted
Ability to bring about pupil learning	97	97	3	2	(0)[166]	(0)	0	(0)	0	0
Ability to maintain discipline in the classroom	96	95	4	5	0	0	0	0	0	0
Ability to use a range of teaching methods	90	89	10	11	(0)	(0)	0	0	0	0
Knowledge about their teaching subject(s)	87	87	13	13	1	1	(0)	(0)	0	0
Ability to deal with pastoral issues	72	71	27	28	1	1	0	(0)	(0)	(0)
Staff supervision/management skills	47	44	47	48	6	7	(0)	(0)	(0)	(0)
Knowledge/understanding of education policy	46	44	50	52	4	4	(0)	(0)	(0)	(0)
Awareness of research findings about effective teaching methods	31	30	63	63	6	6	(0)	(0)	(0)	(0)
No. of cases	**2,902**									

N=3,162 (missing values=260). Percentages may not sum to 100 due to rounding.

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[165]The coding applied to this question was as follows: (1) 'not at all important', (2) 'not very important', (3) 'fairly important' and (4) 'very important'.
[166](0) stands for 'less than 0.5'. The same applies to all subsequent tables in this chapter.

Variation by (and within) phase

There were some statistically significant differences between the responses to this question by phase (Table 6.6). For example, **93 per cent of those training to teach in primary schools rated the '***Ability to maintain discipline in the classroom***' as very important,** compared with 86 per cent of those training to teach in secondary schools.[167]

Table 6.6: Per cent reporting that they rated the following skills and knowledge as '*very important*' by phase

	Primary		Secondary	
	Per cent (%)	*Mean rating*	Per cent (%)	*Mean rating*
Ability to bring about pupil learning	98	*4.0*	97	*4.0*
Ability to maintain discipline in the classroom*	97	*4.0*	95	*3.9*
Ability to use a range of teaching methods*	93	*3.9*	86	*3.9*
Knowledge about their teaching subject(s)	86	*3.9*	88	*3.9*
Ability to deal with pastoral issues	72	*3.7*	70	*3.7*
Staff supervision/management skills*	50	*3.5*	43	*3.3*
Knowledge/understanding of education policy*	51	*3.5*	41	*3.4*
Awareness of research findings about effective teaching methods	33	*3.3*	29	*3.2*
No. of cases	**1,389**		**1,275**	

*Chi-square: p<0.05.

In addition to the variation in responses from trainees preparing to teach in different educational phases, there is also evidence of variation in the responses of secondary phase trainees according to their subject specialism. For example, **79 per cent of those training to teach English**, compared with **59 per cent of those training to teach science**, rated the '*Ability to deal with pastoral issues'* as 'very important' for teachers.[168] Similarly, **55 per cent of those training to teach arts subjects,** compared with **32 per cent of those training to teach maths and English**, rated having '*Knowledge/understanding of education policy*' as 'very important in the teaching profession.[169]

Variation by (and within) route

Tables 6.7 and 6.8 show that there were some statistically significant differences, by route, in the responses to this question of those training to teach primary and

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[167]Chi-square=5.210, df=1, p=0.022.
[168]Chi-square=25.28, df=7, p=0.001. To avoid violation of the assumption of minimum expected counts, the response categories 'not at all', 'not very' and 'fairly important' were collapsed in carrying out this test.
[169]Chi-square=40.91, df=14, p<0.001. The categories 'not at all' and 'not very important' were collapsed.

secondary phase pupils, respectively. For example, for those training to teach in primary schools:

- **Fifty-seven per cent of BEd trainees** rated '*Staff supervision/ management skills*' as 'very important, compared with **33 per cent of Flexible PGCE trainees**;[170]

- '*Knowledge/understanding of education policy*' was rated as 'very important' by **59 per cent of BA/BSc QTS trainees**, compared with **40 per cent of those following GRTP programmes**.[171]

Table 6.7: Per cent of respondents reporting that they rated the following skills and knowledge as '*very important*' by route (Primary phase trainees)

		Ability to bring about pupil learning	Ability to maintain discipline in the classroom*	Ability to use a range of teaching methods	Knowledge about their teaching subject(s)*	Ability to deal with pastoral issues	Staff supervision/management skills*	Knowledge/understanding of education policy*	Awareness of research findings about effective teaching methods	No. of cases
BEd	%	96	95	93	87	74	57	54	32	**191**
	Mean Rating	*4.0*	*4.0*	*3.9*	*3.9*	*3.7*	*3.5*	*3.5*	*3.3*	
BA/BSc QTS	%	97	95	94	88	71	53	59	34	**593**
	Mean Rating	*4.0*	*4.0*	*3.9*	*3.9*	*3.7*	*3.5*	*3.6*	*3.3*	
PGCE	%	98	98	92	86	71	45	46	33	**262**
	Mean Rating	*4.0*	*4.0*	*3.9*	*3.9*	*3.7*	*3.4*	*3.4*	*3.3*	
Flexible PGCE	%	97	93	90	78	71	33	33	24	**58**
	Mean Rating	*4.0*	*3.9*	*3.9*	*3.8*	*3.7*	*3.2*	*3.2*	*3.2*	
SCITT	%	99	99	93	81	73	47	47	36	**109**
	Mean Rating	*4.0*	*4.0*	*3.9*	*3.8*	*3.7*	*3.4*	*3.4*	*3.3*	
GRTP	%	99	99	90	80	77	49	40	33	**176**
	Mean Rating	*4.0*	*4.0*	*3.9*	*3.8*	*3.8*	*3.5*	*3.4*	*3.3*	
Total	%	98	97	93	86	72	50	51	33	**1,389**
	Mean Rating	*4.0*	*4.0*	*3.9*	*3.9*	*3.7*	*3.5*	*3.5*	*3.3*	

*Differences were statistically significant (p<0.05).

[170]Chi-square=36.84, df=10, p<0.001. The categories 'not at all' and 'not very important' were collapsed.
[171]Chi-square=56.15, df=10, p<0.001. The categories 'not at all' and 'not very important' were collapsed.

Similarly, amongst those training to teach in secondary schools it can be seen that:

- **Fifty-seven per cent of BA/BSc QTS trainees** rated '*Staff supervision/management skills*' as 'very important', compared with **30 per cent of Flexible PGCE trainees**;[172]

- '*Knowledge/understanding of education policy*' was rated as 'very important' by **51 per cent of BA/BSc QTS trainees**, compared with **33 per cent of those following GRTP programmes** and **32 per cent of those following the Flexible PGCE route**.[173]

Table 6.8: Per cent of respondents reporting that they rated the following skills and knowledge as '*very important*' by route (Secondary phase trainees)

		Ability to bring about pupil learning	Ability to maintain discipline in the classroom	Ability to use a range of teaching methods	Knowledge about their teaching subject(s)	Ability to deal with pastoral issues	Knowledge/understanding of education policy*	Staff supervision/management skills*	Awareness of research findings about effective teaching methods	No. of cases
BA/BSc QTS	%	93	95	84	95	63	51	57	36	**132**
	Mean Rating	*3.9*	*3.9*	*3.8*	*3.9*	*3.6*	*3.5*	*3.5*	*3.3*	
PGCE	%	98	95	87	88	70	42	42	28	**638**
	Mean Rating	*4.0*	*3.4*	*3.9*	*3.9*	*3.7*	*3.4*	*3.3*	*3.2*	
Flexible PGCE	%	94	92	81	83	62	32	30	19	**47**
	Mean Rating	*3.9*	*3.9*	*3.8*	*3.8*	*3.6*	*3.2*	*3.1*	*3.0*	
SCITT	%	98	97	90	90	77	45	50	28	**161**
	Mean Rating	*4.0*	*4.0*	*3.9*	*3.9*	*3.8*	*3.4*	*3.4*	*3.2*	
GRTP	%	96	95	84	87	70	33	36	28	**277**
	Mean Rating	*4.0*	*3.9*	*3.8*	*3.8*	*3.7*	*3.2*	*3.1*	*3.2*	
Total	%	97	95	86	88	70	41	43	29	**1,255**
	Mean Rating	*4.0*	*3.9*	*3.9*	*3.9*	*3.7*	*3.4*	*3.3*	*3.2*	

*Differences were statistically significant (p<0.05).

[172]Chi-square=29.59, df=10, p=0.001. The categories 'not at all' and 'not very important' were collapsed.
[173]Chi-square=31.00, df=10, p=0.001. The categories 'not at all' and 'not very important' were collapsed.

Whilst we have seen that there are statistically significant differences between the responses to this question of student teachers following different ITT routes, we should also note that there is evidence of variation in the responses of trainees following similar ITT routes with different providers. For example, **49 per cent of primary BA/BSc QTS student teachers at one provider**, compared with **18 per cent of those at another**, rated having an '*Awareness of research findings about effective teaching methods*' as 'very important'.[174] Similarly, **80 per cent of those following secondary PGCE programmes at two different providers**, compared with **61 per cent of those at another**, reported that the '*Ability to deal with pastoral issues*' was 'very important'.[175]

Changes in trainees' ratings of the importance of different skills and knowledge in the teaching profession over time

In the initial 'Wave 1' questionnaire student teachers were asked 'thinking back to immediately before you started your training, how important or unimportant did you think it was that trainees should develop the following knowledge and skills from their teacher training programme?' In the 'Wave 2' telephone survey participants were asked how important they felt the same skills and knowledge were at the end of their ITT. This section examines how survey participants' views about the importance of various skills and knowledge in the teaching profession changed between the beginning and end of their ITT programmes. The data are summarised in Table 6.9.[176]

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[174]Chi-square=20.92, df=4, p<0.001. The categories 'not at all', 'not very' and 'fairly important' were collapsed.

[175]Chi-square=13.91, df=6, p=0.031. The categories 'not at all', 'not very' and 'fairly important' were collapsed.

[176]Only survey participants who responded to the relevant questions in both waves of the study were included in the analysis. A five-point rating scale was used in the first wave of the study (i.e. 'very important', 'fairly important', 'neither important nor unimportant', 'fairly unimportant' and 'very unimportant'), whilst in the second wave the scale was reduced to a four-point scale by leaving out the neural category of 'neither important nor unimportant'. To overcome this discrepancy, respondents selecting the neutral response category in the first wave of the study have been excluded from the analysis. Moreover, although the wording used to describe the two response categories denoting low levels of importance differs between the two waves of the study ('fairly unimportant'-'very unimportant' in 'Wave 1' and 'not very important'-'not at all important' in 'Wave 2'), they are considered as being interpretable in the same way and therefore, directly comparable.

Table 6.9: Trainees' ratings of the importance of various skills and knowledge in the teaching profession before starting ('Wave 1') and after completing ('Wave 2') their ITT programme

	Valid per cent (%)															
	Bringing about pupil learning		Dealing with pastoral issues		Maintaining discipline in classroom		Using a range of teaching methods		Awareness of research findings about effective teaching methods		Knowledge about one's teaching subject(s)		Knowledge/ understanding of education policy		Staff supervision/ management skills	
	W1	W2	W1	W2	W1	W2	W1	W2	W1	W2	W1	W2	W1	W2	W1	W2
Very important	92	97	39	73	88	96	73	90	25	33	76	87	35	49	40	49
Fairly important	8	3	57	26	12	4	26	10	68	62	23	12	62	48	54	45
Not very important	(0)	(0)	1	1	(0)	0	1	(0)	4	5	1	1	3	3	5	5
Not at all important	(0)	(0)	(0)	(0)	(0)	0	(0)	0	1	(0)	(0)	(0)	1	(0)	1	(0)
Don't know	(0)	0	2	(0)	0	0	1	0	2	(0)	(0)	0	1	(0)	1	(0)
No. of cases	**2,679**		**2,477**		**2,679**		**2,627**		**2,311**		**2,634**		**2,403**		**2,307**	

Percentages may not sum to 100 due to rounding.

Table 6.9 reveals that in the sample as a whole, **there has been a trend towards higher ratings of each suggested skill / knowledge after completion of the training programme compared with those that the same student teachers reported immediately before the beginning of their ITT. The biggest change is observed in reported attitudes towards '*being able to deal with pastoral issues*',** which only a minority of trainees had rated as 'very important' in the first wave of the study (39%), whilst almost three-quarters (73%) rated it as 'very important' in the second wave. **The second biggest change is observed in reported attitudes towards the item '*being able to use a range of teaching methods*',** which was rated as 'very important' by 73 per cent of respondents in the first wave of the study and by 90 per cent in 'Wave 2'.

Table 6.10 shows the percentage of respondents who positively changed their views in the second wave of the study (i.e. gave higher ratings), the percentage of those who did not change their views, and the percentage of those who gave lower ratings in 'Wave 2' than in 'Wave 1' for each of the listed items. **The majority of respondents did not change their views about the importance of various skills and knowledge in the teaching profession** between the two waves of the study. **Among those who did change their views, the majority gave higher (rather than lower) ratings in the second wave** of the study.

Trainees were most stable in their opinions as far as the importance of the 'ability to maintain discipline in the classroom' and the 'ability to bring about pupil learning' were concerned. More specifically, 86 and 91 per cent of respondents, respectively, gave the same ratings regarding the importance of these skills in both waves of the study. **The largest percentage of trainees who positively changed their views was observed with regard to the skill of '*being able to deal with pastoral issues*'** where 40 per cent gave higher ratings in the second wave of the study. The second largest percentage change was observed in the case of '*knowledge/understanding of education policy*' and '*staff supervision/management skills*' in which 29 per cent of trainees gave higher ratings after completion of their training programme. At the same time, '*staff supervision/management skills*' was the item for which the largest percentage of trainees gave a lower rating of its importance in 'Wave 2' than they had given in 'Wave 1' (20%).

Finally, it is interesting to note that **the great majority of changes depicted in Table 6.10 were observed at the one-point level of the rating scale,** for example, from 'fairly' to 'very important' or from 'not very' to 'fairly important'. In other words, those trainees who changed their views about the importance of different kinds of skills and knowledge, tended not to change their views very dramatically between the beginning and end of their ITT programmes.

Table 6.10: Direction of change in trainees' ratings of the importance of various skills and knowledge between 'Wave 1' and 'Wave 2' of the study

	Valid per cent (%)			
	Positive change	No change	Negative change	**No. of cases**
Ability to deal with pastoral issues	40	54	7	**2,416**
Knowledge/understanding of education policy	29	57	14	**2,387**
Staff supervision/management skills	29	51	20	**2,287**
Awareness of research findings about effective teaching methods	23	62	16	**2,266**
Ability to use a range of teaching methods	22	73	6	**2,612**
Knowledge about one's teaching subject(s)	19	73	8	**2,633**
Ability to maintain discipline in classroom	11	86	3	**2,679**
Ability to bring about pupil learning	7	91	2	**2,677**

Percentages may not sum to 100 due to rounding.

Direction of change by phase

Tables 6.11 and 6.12 present data, on the percentage of trainees who positively or negatively changed their views on the importance of various skills and knowledge over time, as well as those whose views remained unaltered, for those training to teach in primary schools and those training to teach in secondary schools, respectively. In general, the same trends observed in the previous section in relation to the entire sample of participant trainees are also observed within the primary and secondary educational phases.

In Tables 6.11 and 6.12 all the statistically significant differences between the primary and secondary phases are highlighted with an asterisk. **Primary and secondary trainees differed statistically in the way they changed their views** (from the first to the second wave of the study) **of the importance of being '*able to**

deal with pastoral issues', having '*knowledge about one's teaching subject(s)*', being '*able to use a range of teaching methods*', and being '*able to bring about pupil learning*'. The largest difference between the two phases is observed in relation to the item '*knowledge about one's teaching subject(s)*' in which **23 per cent of primary phase trainees gave higher ratings in the second wave of the study, compared with a relatively low 16 per cent of secondary trainees.** The second biggest difference is observed in relation to the skill of '*being able to use a range of teaching methods*', in which **19 per cent of primary phase trainees gave higher ratings in the second wave of the study, compared with a relatively high 25 per cent of secondary trainees.**

Table 6.11: Direction of change in trainees' ratings of the importance of various skills and knowledge between 'Wave 1' and 'Wave 2' of the study (Primary phase trainees)

	Valid per cent (%)			
	Positive change	No change	Negative change	**No. of cases**
Ability to deal with pastoral issues*	39	56	5	**1,231**
Knowledge/understanding of education policy	30	56	14	**1,220**
Staff supervision/management skills	30	51	19	**1,185**
Knowledge about one's teaching subject(s)*	23	70	7	**1,332**
Awareness of research findings about effective teaching methods	23	62	15	**1,153**
Ability to use a range of teaching methods*	19	77	4	**1,338**
Ability to maintain discipline in classroom	12	86	3	**1,369**
Ability to bring about pupil learning*	6	93	2	**1,369**

Percentages may not sum to 100 due to rounding.
*Chi-square: $p < 0.05$ (for observed differences between primary and secondary phases).

Table 6.12: Direction of change in trainees' ratings of the importance of various skills and knowledge between 'Wave 1' and 'Wave 2' of the study (Secondary phase trainees)

| | Valid per cent (%) | | | |
	Positive change	No change	Negative change	No. of cases
Ability to deal with pastoral issues*	40	52	8	**1,069**
Staff supervision/management skills	27	52	21	**1,005**
Knowledge/understanding of education policy	26	60	14	**1,065**
Ability to use a range of teaching methods*	25	68	7	**1,156**
Awareness of research findings about effective teaching methods	21	62	17	**1,008**
Knowledge about one's teaching subject(s)*	16	77	8	**1,177**
Ability to maintain discipline in classroom	10	87	4	**1,184**
Ability to bring about pupil learning*	9	88	3	**1,184**

Percentages may not sum to 100 due to rounding.
*Chi-square: $p < 0.05$ (for observed differences between primary and secondary phases).

Direction of change by route

Table 6.13 presents data, by training route, on the percentages of trainees whose views on the importance of various skills and knowledge in the teaching profession changed positively, negatively or did not change at all over time. Items that **differed statistically across ITT routes** are highlighted with an asterisk. These include **'*staff supervision/management skills*', '*knowledge/understanding of education policy*', '*awareness of research findings about effective teaching methods*', and '*ability to maintain discipline in the classroom*'.**

With regard to '*staff supervision/management skills*', for example, the biggest change in trainees' views over time was observed in those following BA/BSc QTS programmes, in which 34 per cent of the respondents gave higher ratings in the second wave of the study compared, for example, with 24 per cent of those following university-administered PGCE and Flexible PGCE programmes. The smallest change was observed in those following the Flexible PGCE route in which 57 per cent of trainees gave the same rating in both waves of the study.

Table 6.13: Direction of change in trainees' ratings of the importance of various skills and knowledge between 'Wave 1' and 'Wave 2' of the study, by route

| | Valid per cent (%) | | | | | | | | | | | | | | | | | |
| | BEd | | | BA/BSc QTS | | | PGCE | | | Flexible PGCE | | | SCITT | | | GRTP | | |
	Positive change	No change	Negative change	Positive change	No change	Negative change	Positive change	No change	Negative change	Positive change	No change	Negative change	Positive change	No change	Negative change	Positive change	No change	Negative change
Ability to deal with pastoral issues	40	56	5	40	54	6	41	52	7	36	53	11	43	53	4	36	57	7
Staff supervision/ management skills*	32	50	18	34	48	18	26	58	16	27	58	14	33	55	12	21	62	17
Knowledge/ understanding of education policy*	29	51	20	35	55	10	24	54	22	24	57	19	32	51	18	30	53	18
Awareness of research findings about effective teaching methods*	23	60	17	26	60	14	23	71	6	19	77	4	24	71	5	20	75	5
Knowledge about one's teaching subject(s)	22	69	10	20	74	6	22	60	18	16	63	21	20	73	7	20	70	10
Ability to use a range of teaching methods	18	77	5	21	73	5	16	76	8	26	65	9	19	70	11	22	62	16
Ability to maintain discipline in classroom*	13	83	4	13	84	3	10	87	3	9	85	6	15	83	2	6	93	2
Ability to bring about pupil learning	8	90	2	7	90	3	7	91	2	6	90	4	6	92	1	7	91	2

Percentages may not sum to 100 due to rounding.

*Chi-square: p<0.05 (for observed differences across all the ITT routes).

6.6 Confidence in training route at the end of ITT

Student teachers were asked, via the telephone survey, how confident they were that their ITT programme had prepared them to be an effective teacher. As can be seen in Table 6.14, **the majority of respondents reported feeling ('very' or 'fairly') confident (97%),** with around half reporting that they were 'very confident' (50% actual, 48% weighted).

Table 6.14: How confident are you, if at all, that your ITT has prepared you to be an effective teacher?

	Frequencies	Valid per cent (actual)	Valid per cent (weighted)
Very confident	1,494	50%	48%
Fairly confident	1,388	47%	49%
Not very confident	66	2%	2%
Not at all confident	12	(0)%	(0)%
Don't Know	7	(0)%	(0)%
No. of cases	**2,967**		

N=3,162 (missing values=195). Percentages may not sum to 100 due to rounding.

Variation by (and within) phase

There were significant differences in the responses to this question of those training to teach at the primary and secondary phases, with **55 per cent of those training to teach in secondary schools**, compared with **47 per cent of those training to teach in primary schools** stating that they felt 'very confident' that their ITT had prepared them to become an effective teacher.[177]

In addition to the variation in responses from trainees preparing to teach in different educational phases, there is also evidence of variation in the responses of secondary phase trainees according to their subject specialism. More specifically, **'PE' and 'technology' trainees reported higher levels of confidence that their chosen route had prepared them to be effective teachers** than those training to teach other subject specialisms, with 'maths' trainees giving the lowest ratings overall.[178] For example, 69 per cent of those training to teach physical education, compared with 41 per cent of those training to teach maths, reported that they felt 'very confident' that

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[177]Chi-square=15.940, df=1, p<0.001.
[178]Chi-square=30.72, df=7, p<0.001. The categories 'not at all important', 'not very important' and 'fairly important' were collapsed.

their route had prepared them to be effective teachers. The mean ratings of these two groups were 3.7 and 3.4, respectively.

Variation by route

Tables 6.15 and 6.16 compare the responses of student teachers, by route, for those training to teach in the primary and secondary phases, respectively. Amongst those training to teach both in primary and secondary schools, **a higher proportion of GRTP trainees than those following other routes** reported feeling **'very confident' that their ITT route had prepared them to be an effective teacher.** In contrast, **those following both primary and secondary (university-administered) PGCE programmes were the least likely to report that they felt 'very confident'.** For example, 68 per cent of primary and 65 per cent of secondary GRTP trainees reported feeling 'very confident' compared with 31 per cent of those following primary PGCE programmes and 48 per cent of those following secondary PGCE programmes. The differences by route for both (primary and secondary) educational phases were statistically significant.[179]

Table 6.15: How confident are you, if at all, that your ITT has prepared you to be an effective teacher? (Primary phase trainees)

| | Per cent (%) | | | | | *Scale* | No. of |
	Very Confident	Fairly Confident	Not very Confident	Not at all confident	Don't know	*Mean*	cases
GRTP	68	31	1	0	0	3.7	**179**
SCITT	55	42	2	0	1	3.5	**111**
BEd	51	46	2	1	0	*3.5*	**195**
BA/BSc QTS	46	51	2	(0)	0	3.4	**608**
Flexible PGCE	37	57	7	0	0	3.3	**60**
PGCE	31	64	4	1	1	3.3	**271**
Total	47	50	2	(0)	(0)	3.4	**1,424**

Chi-square=69.47, df=10, p<0.001.

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[179]Primary phase: chi-square=69.47, df=10, p<0.001. Secondary phase: Chi-square=38.84, df=8, p<0.001. The categories 'not at all confident' and 'not very confident' were collapsed.

Table 6.16: How confident are you, if at all, that your ITT has prepared you to be an effective teacher? (Secondary phase trainees)[180]

	Per cent (%)					Scale Mean	No. of cases
	Very Confident	Fairly Confident	Not very Confident	Not at all confident	Don't know		
GRTP	65	30	3	1	(0)	3.6	**283**
BA/BSc QTS	61	38	2	0	0	3.6	**133**
Flexible PGCE	60	38	0	0	2	3.6	**47**
SCITT	55	44	1	0	0	3.5	**163**
PGCE	48	50	2	(0)	(0)	3.5	**655**
Total	55	43	2	(0)	(0)	3.5	**1,281**

Chi-square=38.84, df=8, p<0.001.

There were, however, no statistically significant differences between the responses of trainees following similar ITT routes with different ITT providers.

Changes in trainees' confidence in their chosen ITT route over time

This section examines how survey participants' reported confidence in the effectiveness of their chosen ITT route changed between 'Wave 1' and 'Wave 2' of the survey. The data are summarised in Table 6.17. Only survey participants who responded to this question in both waves of the study are included in the analysis.

Table 6.17: Trainees' confidence in their chosen ITT route before starting ('Wave 1') and after completing ('Wave 2') their training programme

	Per cent in 2003 (Wave 1)	Per cent in 2004 (Wave 2)
Very confident	27	51
Fairly confident	66	47
Not very confident	5	2
Not at all confident	1	(0)
Don't Know	1	(0)
No. of cases	**2,754**	

Percentages may not sum to 100 due to rounding.

The data reveal **a trend towards higher ratings of trainees' confidence in their chosen route after (or nearing) completion of their training programme** compared with levels of confidence respondents reported having prior to beginning their ITT. For example, **51 per cent of trainees reported feeling 'very confident' in the second wave of the study**, compared with a relatively low **27 per cent giving the same answer in 'Wave 1'**.

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[180]Number of secondary BEd trainees (21) were too small to include in the table.

Table 6.18 presents data on survey respondents' reported levels of confidence in their chosen ITT route over time. **Just over half of respondents (52%) reported the same levels of confidence in both waves of the study. Among those who changed their ratings over time, 37 per cent reported higher levels of confidence after completion of their programme**, whilst 11 per cent reported lower levels of confidence. Again, **the great majority of changes depicted in Table 6.18 were observed at the one-point level of the rating scale,** for example, from 'fairly' to 'very confident' or from 'not very' to 'fairly confident'.

Table 6.18: Direction of change in trainees' confidence in their
ITT route between 'Wave 1' and 'Wave 2' of the study

	Per cent (%)
Positive change	37
No change	52
Negative change	11
No. of cases	**2,715**

Percentages may not sum to 100 due to rounding.

Direction of change by phase

There was minor variation in trainees' reported levels of confidence in their chosen route, over time, between those training to teach in primary and secondary schools. Although the difference in responses is not statistically significant:[181]

- thirty-five per cent of the primary phase trainees reported higher levels of confidence in the second wave of the study than in the first, compared with 37 per cent of secondary trainees; whilst

- twelve per cent of primary phase trainees reported lower levels of confidence after completing their training programme compared with ten per cent of secondary phase trainees.

Direction of change by route

Tables 6.19 and 6.20 present data by training route (in the primary and secondary phases, respectively) on the percentage of trainees who, positively or negatively, changed their reported levels of confidence in their chosen route, over time, as well as those who reported the same levels of confidence both before starting and after completing their training programme. **Within the primary educational phase:**

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[181]Chi-square=2.21, df=2, p=0.331.

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- **the largest percentage of trainees who positively changed their reported level of confidence over time was observed in the BEd route (43%)**, followed by the **BA/BSc QTS (38%)** and **SCITT (37%) routes;**
- **the smallest percentage of trainees who positively changed their reported level of confidence over time was observed in the Flexible PGCE route (22%)**, in which the majority of trainees (64%) gave the same ratings in 'Waves 1 and 2' of the study.[182]

Within the secondary phase, whilst variation between trainees following different ITT routes is not statistically significant:[183]

- **the largest percentage of trainees who positively changed their reported level of confidence over time was observed in the BA/BSc QTS route (46%)**, followed by the GRTP route (37%);
- the smallest percentage of trainees who positively changed their reported level of confidence over time was observed in the Flexible PGCE and SCITT routes (35%).

Table 6.19: Direction of change in trainees' confidence in their ITT route between 'Wave 1' and 'Wave 2' of the study, by route (Primary phase trainees)

	Per cent (%)		
	Positive change	No change	Negative change
BEd	43	51	6
BA/BSc QTS	38	51	11
SCITT	37	53	10
GRTP	35	51	14
PGCE	27	56	17
Flexible PGCE	22	64	14
Total	35	53	12
No. of cases	**1,395**		

Percentages may not sum to 100 due to rounding.
Chi-square: p=0.002.

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[182]These differences are statistically significant: chi-square=28.12, df=10, p=0.002.
[183]Chi-square=10.46, df=10, p=0.401.

Table 6.20: Direction of change in trainees' confidence in their ITT route between 'Wave 1' and 'Wave 2' of the study, by route (Secondary phase trainees)

	Per cent (%)		
	Positive change	No change	Negative change
BA/BSc QTS	46	43	11
GRTP	37	52	11
PGCE	36	54	10
Flexible PGCE	35	63	3
SCITT	35	51	14
Total	37	52	10
No. of cases	**1,191**		

Percentages may not sum to 100 due to rounding.
Chi-square: p=0.401.

Results of regression analysis

This final findings section of this chapter presents results from an ordinal logistic regression, which was carried out to investigate the relative effects of (a) ITT route and (b) trainees' ratings of their reported confidence in their chosen route prior to starting their ITT, on their responses to this question in the 'Wave 2' ('end of ITT') telephone survey.[184]

Table 6.21: Ordinal logistic regression results

Trainees' confidence in their chosen ITT route ('Wave 2') - 1: Not at all or not very confident, 2: Fairly confident, 3: Very confident		
EXPLANATORY VARIABLES	*B*	*Beta weights*
ITT ROUTE[185] BEd BA/BSc QTS SCITT GRTP	 0.38* 0.24* 0.53* 0.81*	 0.11* 0.10* 0.17* 0.30*
CONFIDENCE IN CHOSEN ROUTE ('WAVE 1')[186] Fairly confident Very confident	 0.66* 1.37*	 0.31* 0.60*
No. of cases	**2,715**	

*Denotes a statistically significant effect.

The results of the regression analysis showed that both ITT route and trainees' reported ratings of their confidence in their chosen route immediately before starting their training programme (i.e. in the 'Wave 1' survey) had independent statistically significant effects on their reported levels of confidence in their chosen route upon

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[184]The outcome variable was transformed to comprise three (instead of the original four) response categories as follows: (1) Not at all or not very confident, (2) fairly confident and (3) very confident. This transformation was carried out because a basic assumption of the ordinal logistic regression (i.e. the proportional odds assumption) could not be met if the original four-point scale had been retained.
[185]The reference group for this variable is 'PGCE'.
[186]This variable takes the following values: (1) not at all confident, (2) not very confident, (3) fairly confident and (4) very confident. The first group is defined as the reference group.

completion of their programme ('Wave 2'). The latter predictor had a larger effect size than the former.[187]

6.7 Discussion and Implications

Striking in the findings reported in this chapter is the issue of confidence. As a personal characteristic, which is related at least in part to fluctuating affective states, it was mentioned by the highest number of case study participants as being desirable in a teacher. This finding, together with statistical findings relating to end-of-course levels of confidence, underscores implications drawn from 'Wave 1' data for **programme personnel** and **providers** to elicit and be responsive to the subjective emotions of cohorts and individual student teachers (see Hobson and Malderez (Eds), 2005).

One explanation of route-specific findings related to reported end-of-ITT levels of confidence may be connected to the amount of time spent in schools, as GRTP students (with higher levels of reported confidence) spend almost all their time in schools, while PGCE students (with the lowest reported levels of confidence) spend considerably less time in schools. Another explanation may relate to the issue of tutor pedagogies in relation to perceived relevance, or the conditions under which PGCE programme personnel work. Finally, we have seen in the previous chapter, for example, that many student teachers value the support provided by peers, as well as aspects of HEI provision (when appropriately taught and their relevance understood), and that GRTP students would have liked more of these aspects. It is possible, therefore, that GRTP trainees may not yet be aware of what it is they do not know, while some PGCE students remain, at the end of their courses, with an awareness of 'theories' for which they have yet to find a relevance. Nonetheless, the implications of these findings are that the comparatively low levels of confidence of trainees following the PGCE route should be addressed, although there is no one clear suggestion to be made as to how this might be done. At the level of **policy**, this may include considering extending the length of the standard one-academic-year PGCE.

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[187]Further details are provided in Appendix E.

Consideration of the variety of aspects case study trainees would have liked more or less of, in their ITT courses, as well as the similarities in the two lists, suggests again the need for **programme personnel** and **providers** to be responsive at the individual level, rather than prompting, for example, a suggestion for changes in the weighting of different aspects of the curriculum.

Finally, findings reported in this chapter suggest than many trainees are indeed developing the more complex ways of thinking appropriate for a qualified teacher, and are consistent with the literature on student teacher concerns and stages of development. For example, when asked to describe their current views of a good teacher, trainees mentioned personal characteristics (which are likely to be the focus of the novice) such as being '*enthusiastic and energetic*', or having a '*sense of humour*'. While qualities mentioned specifically by the highest number of trainees relate more to personal characteristics, also mentioned were characteristics such as the need to be '*non-judgemental*', '*inspirational*', or '*a good listener*', which relate to interpersonal skills, and which are more likely to be identified by more experienced teachers. In addition, while subject knowledge is still seen as important, so too now is the knowledge associated with **how** to teach. Finally, findings relating to trainees' discovery of the demands of the job suggest the development of an insider understanding, as opposed to a lay-person's view which often sees teaching as having short working hours and long holidays.

7 Student teachers' expectations of Induction and beyond

Key Findings

- 97% of survey participants who had completed or were about to complete their ITT, indicated that they intended to take up a teaching post on completion of their programmes.
- 18 (out of 79) case study participants (of which nine were following the GRTP route) had acquired a teaching post in one of their ITT placement schools and 13% of survey respondents reported being attracted by the fact that a job was based at one of their placement schools.
- 10 (out of 79) case study participants cited their personal circumstances, including family commitments as influencing their choice of teaching post, whilst '*convenient geographical location*' was mentioned by the highest number of survey respondents (29% actual, 30% weighted).
- When case study trainees were asked what they were most looking forward to in their first teaching post, over half mentioned '*having their own class*' (43 out of 79).
- Aspects of their first teaching post case study trainees most frequently mentioned that they were least looking forward to included the workload (28 out of 79), adjusting to a new school (23) and potential difficulties of classroom management (15).
- Data from the telephone survey indicate that, when asked what support they felt should be provided to them as a newly qualified teacher, 57% (58% weighted) of participants mentioned '*meetings with a mentor*'.
- '*Ability to work with pupils with SEN*' and '*knowledge about my teaching subject(s)*' were the areas in which the highest proportions of respondents to the telephone survey (18% actual, 17% weighted, for each item) indicated they felt they would benefit from additional training or professional development in their first year of teaching.
- 21% of primary PGCE and Flexible PGCE trainees reported the '*ability to maintain discipline in the classroom*' as an area for further training or professional development, compared with only 8% of those following primary BA/BSc QTS programmes.
- 93% of survey participants who had completed or were about to complete their ITT stated that they intended to be in teaching in five years' time, compared with 82% (83% weighted) of the same participants who had said this in the 'Wave 1' survey.

7.1 Introduction

Ninety-seven per cent of student teachers taking part in the telephone survey who completed their ITT indicated that they intended to take up a teaching post on completion of their ITT.[188] This chapter focuses on these student teachers' expectations for their professional teaching careers, both in terms of the induction year and in the longer term. It does so by exploring:

(1) student teachers' employment status in June / July 2004;

(2) case study participants' experiences of obtaining a teaching post (including applying for a post and attending interviews);

(3) what attracted people to a particular school / teaching post;

(4) student teachers' expectations for the NQT year, including their roles and responsibilities and the support and professional development they would receive; and

(5) the future career plans of those hoping to take up a teaching post on completion of their ITT.

The following chapter (Chapter 8) focuses on those who had either decided not to take up a teaching post on completion of their ITT, withdrawn from or deferred completion of their training programmes.

7.2 Employment status

At the time of undertaking the ('Wave 2') fieldwork, 64 per cent of telephone survey respondents who were looking for a teaching post on completion of their ITT had (definitely or provisionally) been offered a post (67% weighted), and 52 (out of 79) case study participants had secured a teaching post.[189] It is important to note therefore, that throughout this chapter responses could be influenced by whether participants already had a teaching post for their Induction year at the time of interview and / or participation in the telephone survey. For example, when asked about their expectations for their NQT year, those with a teaching post often had a clear idea of

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[188]Actual and weighted data. This figure excludes those who deferred completion of their ITT, who were not asked this question.

[189]An additional 19 case study participants were looking for a teaching post.

the induction programme offered by their employing school, whereas those without a post were more likely to refer to their more general expectations as a newly qualified teacher.[190]

At the time of the interviews, the issue of their future employment status was becoming increasingly pertinent to our case study trainees. For those who had secured a teaching post by the time of interview, this frequently took the form of excitement in looking forward to starting their new career as a qualified teacher, although for one trainee this was tinged with concern that they may have accepted a post at a school which they felt may not be right for them:

> Well I am most looking forward to a new career and just being, doing a good job and getting the rewards for it. (*Female, 45-plus, BA QTS, secondary, ICT*)

> [I]t is not about the actual teaching job it is more about the kind of atmosphere I will be working in, it is more about the type of school, if the school is a caring type of school or whatever, and the staff and all that… because I was getting desperate as well and I was just thinking I have no job, I have got to take it, I have got to take it. (*Female, 30-34, Flexible PGCE, primary*)

For many of those without a confirmed teaching post there was concern that 'time was running out' and a realisation that they may have to rethink their plans. This was sometimes compounded by the perception that, in certain regions, there was a shortage of teaching posts, especially in primary schools. Eleven trainees discussed the possibility of taking on supply work after gaining QTS, rather than a (permanent or fixed-term) post in a particular school. This did cause some concern for these student teachers, although such a move was not always viewed negatively. For example, supply teaching was sometimes seen as an opportunity to experience a variety of schools or as an alternative way to obtain a teaching post:

> You have done all that hard work… So finding that there are so few jobs when there is all this like, teacher shortage and you suddenly find that there aren't really that many jobs for how many people are applying for them, so that has made me think, it is quite scary really, but hopefully it will be teaching but it will probably be supply… just sort of going into schools and I like to be planned, you see, I like to know what I am teaching, so I think that side of it might be quite difficult for me. *(Female, 35-39, BA QTS, primary)*

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[190]Whilst in this chapter we refer to participants' first teaching post, we should note that for a small number this was in fact their first 'qualified' teaching post. A small number of case study interviewees (3) were already working as (unqualified) teachers prior to undertaking their ITT programmes.

I am with one or two agencies… there doesn't seem to be tons of work… I think it is a case of getting your toe in the door and once you have done that you are OK. This is what I have been told, just plodding on and something will turn up. *(Female, 30-34, BEd, primary)*

I mean obviously I would prefer to have a job for September because it would be nice to have my own class, but if not I am quite happy just to get more different experiences in different schools, with different children. *(Female, BEd, 20-24, primary).*

7.3 Student teachers' experiences of seeking a teaching post

As stated above, student teachers' employment status at the end of their ITT varied. Consequently, for some participants the application / interview process was still a very real (and continuing) experience. Other case study trainees had obtained the first job they applied for. Perhaps unsurprisingly, there was a great deal of diversity in experiences between trainees, and indeed for individual trainees between different schools and / or Local Authority (LA) pools applied to:

I had a whole day [interview] where I didn't teach but in the morning I spent 45 minutes in each class, just observing and then I had a formal interview in the afternoon, oh and I had an informal interview in the morning. I had another one where I had to teach and I had three formal interviews in a day as well, all on a one-to-one basis. I had one where I had to teach and then just have a formal panel. One other job I had to read a story and then I had a formal panel. At one I had a very informal relaxed interview, very jolly and jokey type of thing. I just feel like I've had all the different combinations. (*Female, 20-24, BEd, primary*)

Nevertheless, in spite of this existence of a diversity of experience, case study interviewees tended to talk about four main aspects of their experiences of seeking a teaching post. These were:

- the pressures involved in finding a post;
- sources of information on potential posts;
- how well prepared they felt for applying for posts and for the interview process; and
- their experiences of the interview process itself.

Each of these areas is discussed in more detail below.

7.3.1 Pressures surrounding finding a teaching post

Some case study trainees mentioned the pressure involved in applying for teaching posts and attending interviews. This is indicated by the trainee mentioned in Section 7.2 above, who talked about 'getting desperate', whilst another six case study trainees discussed the time pressures they felt in terms of finding, or making the time to apply for, posts and to attend job interviews:

> I didn't have the time or the energy, I just wanted to focus on a good practice instead of spending time filling in forms, and again I didn't have that much time between… doing my coursework, looking after my family, all the rest of it. (*Female, 25-29, PGCE, primary*)

> [T]hat was a day out of my teaching practice which we can't really afford because we need to have so many days [in school] and it was a day of my teaching practice. (*Female, 20-24, PGCE, primary*)

Such pressures were also compounded for one trainee by the realisation that he was in 'competition' with his fellow trainees:

> It was all a bit strange to be honest because before that no one had competed against each other at all and there were three of us going for the same post and it was all suddenly a bit cloak and dagger and these people are my friends. (*Male, 30-34, SCITT, primary*)

7.3.2 Sources of information on potential teaching posts

Eighteen trainees discussed their sources of information about potential posts. Of these, 13 indicated that they had found job advertisements in newspapers (with the *Times Educational Supplement* being the most frequently mentioned source) and eight on websites.[191] Six trainees discussed the value of personal recommendation in encouraging them, or others, to apply for a particular post:

> [The LA advisor] sort of said to me 'oh I've heard this job's coming up and you should apply, definitely ring them up for an application' and everything, so I did and I ended up going to the school and meeting them and everything and it all went from there. (*Female, 25-29, SCITT, secondary, MFL*)

> The head teacher was so impressed with what he had seen of us that he went back to the course and when we weren't available he asked if there was anybody who didn't have a job there and a fellow student of mine went along

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[191]Three student teachers mentioned using both newspapers and the internet.

and she got the post and I am really pleased for her too because it shows that he holds this course in high regard. (*Male, 45-plus, SCITT, secondary, music*)

In addition to these personal recommendations, at the time of interviewing **18 case study trainees had acquired a teaching post in one of their ITT placement schools**:[192]

> I have been really fortunate because the school that I am based at will get Training School status in September, and part of the package is that they get funding to keep the trainees on for the NQT year, which I am very fortunate to have been in the right place, at the right time. It is a fantastic opportunity. *(Female, 40-44, GTP, primary)*

> [The head teacher] said we really want to keep you he said but we thought we would tell you now before you start applying for jobs. (*Female, 35-39, GTP, secondary, PE*)

Interestingly, of these 18, half were following the GRTP pathway.

As mentioned above, time was an issue for case study participants. Despite this, eleven trainees discussed visiting schools prior to the interview stage, either to deliver completed application forms, or as a separate visit after being invited by the school. Some visited because they had been advised that it would help them to get the job (i.e. by being able to tailor the application form, or by showing an interest in the school). In addition, these trainees felt that it enabled them to get the 'feel' of the school and for the school to get to know them, outside of the actual interview process:

> I took it [the application form] in and had a look around the school, and I think that helped me an awful lot… Not only do you get a feel for the school, the head or whoever is showing you round gets to get a feel for you, it has just got to be a help. *(Male, 20-24, BA QTS, primary)*

> It's one of those schools where I wasn't going to go and look around but I did go and look around and I really, really liked it and everyone in the school was really friendly, and I know it's a real cliché but it just did feel right… a lot of my friends had got jobs by the time I got this one and [I remember] them saying 'you've got to get a school where you feel right' and I just thought 'that's not going to happen, I just have to get a job, I don't care if it feels right or not', but it really did. *(Female, 20-24, BA QTS, KS 2/3, French)*

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[192]This figure may have increased since the time of the case study interviews.

7.3.3 How well prepared trainees felt for applying for posts and interviews

Chapter 3 included a discussion of the specific preparation student teachers experienced regarding applying for teaching posts and their NQT year. Those case study trainees who reported feeling well prepared to apply for teaching posts and interviews referred both to specific university-based sessions and to their wider experiences on their ITT programmes:

> Quite prepared I think because obviously we went through the kind of, in the seminars what kind of questions you might get and the answers and then we did get a lot of information in a list, two or three lists of different questions which you might get… But I do feel that between my own preparation and what we have done at uni', I do feel quite prepared for the interviews and feel I am able to answer the questions that they set. (*Female, 20-24, BEd, primary*)

> I think professional studies has been really good for interviews, when I've gone for interviews the things that we've covered in professional studies has all been relevant to what they've wanted, particularly things like the role of the form tutor, learning styles and teaching styles and various things like that, that's all really slotted in. *(Female, 25-29, PGCE, secondary, English)*

Where trainees were unhappy about their HEI provision this was often related to the timing of such sessions, coming as they did near the end of ITT programmes:

> I think the job seeking one [session] was a bit late. A load of people had got jobs in December / January. (*Male, 30-34, SCITT, secondary, ICT*)

7.3.4 Interview experiences

As indicated above, case study trainees' experiences of applying for posts and attending interviews were very diverse. However, common themes with respect to this aspect in the case study data related to:

- trainees' experiences of giving an example lesson as part of the interview process;
- trainees' perceptions of potential employers' awareness of different ITT pathways; and
- their experiences of gaining post-interview feedback.

Of the 16 interviewees who discussed the experience of giving an example lesson as part of the interview process, six talked about the interview 'lesson' in very positive terms. This experience was seen as a vehicle for demonstrating that they 'could actually teach', and, in one case, as a way to counteract a (perceived) poor performance at interview:

> I think people know, that I can actually teach. When she saw my lesson she knew that I was actually a teacher and… she thought that maybe she would learn something from me as well. *(Female, 20-24, PGCE, primary)*

> The lesson went OK, interview went [badly] and they just said afterwards, nothing to do with the interview [why they offered me the job], some of the questions went alright, it was my lesson rapport and the questions I was asking. *(Male, 20-24, SCITT, secondary, PE)*

Only one student teacher questioned the value of the exercise:

> The whole process of the interview lessons is unrealistic anyway, because you have a smaller class and you don't tend to have a naughty class… it just seemed such a waste of time and such a long day. *(Female, 25-29, PGCE, secondary, English)*

Case study trainees were asked specifically about their perceptions of potential employers' awareness of their training route. Most respondents who were asked this question (13) indicated that the issue of ITT route was not discussed during the interview process:

> Nobody mentioned it whatsoever. It wasn't mentioned at interview, obviously it's on the application form and CV and whatever. It was only ever were you an NQT or not. (*Female, 20-24, BEd, primary*)

A further ten trainees felt that the interviewers were aware of their training route, whilst seven trainees indicated that they felt that interviewers had little or no knowledge of the ITT route they had followed:

> I was aware that they didn't know what a SCITT was… Someone actually asked me from my CV or covering letter because it was in there. Several actually said what is a SCITT PGCE? (*Female, 45-plus, SCITT, secondary, ICT*)

Eight trainees mentioned receiving feedback after an interview for a teaching post. Of these, only three discussed this in terms that suggested that they felt such feedback

was both fair and helpful. In contrast, four described feedback that did not help them in future interviews:

> [T]hey said I didn't sell myself, I wasn't positive enough. I have to say that was just before Easter, I was feeling very low at that point, so I think he was probably very correct. I didn't feel very positive about myself. I was determined on the next ones that I would be very cheerful and sell myself, which obviously worked. *(Female, 45-plus, SCITT, secondary, ICT)*

> Generally they've said… there have been experienced teachers that have got the job over me, which I think is fair enough, I'm quite happy with that, that's just one of those things. *(Female, 20-24, PGCE, primary)*

> She said she couldn't criticise me at all so it was, it is really difficult to know where I went wrong really. *(Female, 25-29, BEd, primary)*

As mentioned in Section 7.3.2, 18 case study trainees had accepted teaching posts in a school where they had had one of their school-based experiences. In contrast, two trainees mentioned feeling they were in 'unfair' competition when up against an 'internal' candidate – that is, someone who had undertaken a school-based experience in that school:

> I got there, and another girl called [*Anne*] from this institution was there and we walked in and there was four or us being interviewed, and we walked in and the staff were having a joke with her about this drinks machine, and there was no water in it or something, and the staff were laughing about it and going 'it's okay to get you to top it up isn't it [*Anne*] because you know all about it', and we all immediately knew that she was there and she was going to get it. And we went through a day-long recruitment process… and [afterwards] I said 'would you mind telling me who got the post' and it was [*Anne*]. (*Female, 20-24, PGCE, primary*)

7.4 What attracted student teachers to particular teaching posts?

Student teachers were asked what attracted them to a teaching post (or, for those still seeking employment, what would attract them to a teaching post). Two key aspects of trainees' decision-making processes arose out of the case study interviews: firstly, participants' personal circumstances, relating, for example, to the geographical area they would be able to travel to in order to take up a teaching post; and secondly, specific aspects of schools which trainees were attracted to.

Ten case study participants discussed their own personal circumstances as influencing their choice of teaching post. In particular these were related to the need to be available for child care and to have an income as soon as possible after qualifying. Family commitments also influenced three trainees' decisions to look for a part-time post on completion of their training programme.

> I drew a circle round where I lived because I have child care issues and I needed to be able to get there and back and I saw this school. *(Female, 30-34, GTP, secondary, ICT)*

> Interviewed on the Wednesday and had a job on the Monday so it was good because it was a big relief getting a job. I can't afford not to have a job. *(Male, 40-44, SCITT, primary)*

> [M]y younger daughter has still got a year left at junior school and I didn't want to be committed to full-time until she started secondary school. (*Female, 40-44, GTP, secondary, MFL*)

Whilst location was important to case study trainees, this did not preclude decision-making as to the *type* of school a student teacher wished to work in. The factors most frequently mentioned by trainees as attracting them to a particular school were:

- the school ethos (12 case study trainees);
- the staff in the school (10);
- the support offered (including professional development) (9);
- the head teacher (6); and
- the type of pupils (including high achieving and challenging pupils) (6).

School ethos
> I think… from my interview, the sort of questions they were asking and the sort of answers I was giving, they did seem to have the same sort of beliefs about things like assessment and teaching methods and that sort of thing which was really nice because it does vary greatly. *(Female, 20-24, BA QTS, primary)*

> They seem to have a really positive team spirit… As soon as I walked in I felt I really liked the environment, it was really nice, it's really productive and I think that's given me a lot of support. *(Female, 30-34, Flexible PGCE, primary)*

School staff
> Lovely bunch of people in the IT department and I thought if I get offered the job I'll take it because I just got this feeling when I walked in, I felt that I would fit there. *(Female, 30-34, GTP, secondary, ICT)*

Support offered (including professional development)

> At the interview they asked 'do you want to ask any questions?'… and my first one was, 'what support are you going to give me?' And like they went through all the standard things that you get as an NQT anyway, but there will be, I don't have to teach ICT, they get somebody in to do that, so that time, I will spend that time either with the head, the deputy head, or the subject co-ordinators, to build up my knowledge and understanding of different things. *(Male, 20-24, BA QTS, primary)*

Head teacher

> Well one of the main things that I noticed when I got there was the head teacher was the most approachable head teacher I have ever met. You know, I didn't even know he was the head teacher initially. We went in and we sat down and we started having lunch and he was just at our table chatting and really approachable and the other teachers, the other head teachers that I have met have been quite unapproachable I suppose, you know. *(Female, 25-29, SCITT, secondary, MFL)*

Pupils

> As an NQT I think it will help me that the kids are so high achievers, that takes away a big boundary, you know. It is like, from what I can gather, if you lead them to water they will drink which is brilliant, that makes my life easier. *(Male, 25-29, PGCE, secondary, MFL)*

> He said, you know, it is a challenging school… There is a lot of work going on with the kids and [child] protection, stuff like that, so that to me sounded very interesting as well, you know. *(Female, 45-plus, BA QTS, secondary, ICT)*

> I basically walked through the school and got lost a lot, every time I got lost I grabbed a student and asked 'can you show me?' I wanted to see the students without a head teacher next to me, and I didn't meet a student who wasn't polite and they seemed very enthusiastic, yes they had different life experience, very much city kids... But they seemed really bouncy and bubbly. *(Female, 30-34, GTP, secondary, ICT)*

As mentioned in Section 7.3.2, 18 trainees had chosen to take posts in one of their placement schools. Their reasons for doing so reflect many of those listed above. One difference, however, was that they felt already integrated into the school, which would enable them to lessen the transition(s) perhaps needed to go into their first (qualified) teaching post:

> I really wanted to stay at the school where I am… I suppose you get used to one particular way of doing things… I suppose I've always liked the way the school where I am does things… Then going out and seeing other schools it

was quite an eye opener and I think I'm never going to find anywhere [else] where I'm going to feel at home. *(Female, 40-44, GTP, primary)*

Participants in the telephone survey were also asked what attracted them to a particular teaching post. Their (unprompted) responses (summarised in Table 7.1) reflect many of the same issues revealed by the case study participants. For example:

- **Twenty-nine per cent of respondents indicated that they were attracted by schools' '*convenient geographical location*'** (30% weighted), whilst ten per cent stated that they were attracted to a particular post because they had wanted to live close to their family;

- **Twenty-two per cent** (23% weighted) were attracted to schools 'with *a good track record*';

- **Twenty-one per cent** (22% weighted) were attracted by what they perceived as '*staff collegiality/teamwork*'; and

- **Thirteen per cent** reported being attracted by the fact that **the job was at one of their placement schools**.

Table 7.1: What would you say are the things which attracted you to the post?

	Frequencies	Valid per cent (actual)	Valid per cent (weighted)
Convenient geographic location	554	29%	30%
School with a good track record	426	22%	23%
Staff collegiality/teamwork	398	21%	22%
Placement school	244	13%	13%
Wanted to live close to where my family lives	197	10%	10%
Good environment/atmosphere/school	145	8%	7%
Wanted to work in the area where I lived while I was a trainee	138	7%	7%
First job offer	105	6%	5%
Staff are friendly/pleasant	96	5%	5%
The subject/course/curriculum	94	5%	6%
The age of pupils/students	92	5%	5%
Opportunities for career progression	81	4%	5%
School with experience of working with NQTs	77	4%	4%
Challenging pupils	75	4%	4%
Attractive salary	72	4%	4%
Opportunities for professional learning	57	3%	3%
Denominational or faith school	56	3%	3%
School in challenging circumstances	54	3%	3%
Good facilities	51	3%	3%
Small school	50	3%	3%
No. of cases	**1,919**		

More than one response could be given so percentages do not sum to 100.

Variation by phase

When further analyses were conducted, statistically significant differences were found in the responses of those training to teach in primary and secondary schools, respectively. For example:

- A quarter of those training to teach in secondary schools (25%) indicated that they were attracted to a post in a school with a 'good track record' compared with 18 per cent of those training to teach in primary schools.[193]

- Twenty-four per cent of primary phase trainees indicated that they were attracted to a post because of the staff collegiality / teamwork compared with 20 per cent of secondary phase trainees.[194]

Variation by route

There were also some (statistically significant) differences between the responses of trainees following different ITT routes, regarding the things respondents reported as attracting them to a particular post. In particular, amongst **those training to teach in primary schools**:

- **Over a quarter of all those following GRTP programmes (27%)** reported being **attracted to a post in one of their placement schools,** compared with under 14 per cent on all other routes and only **four per cent of those following SCITT programmes.**[195]

- **Thirteen per cent of GRTP trainees reported that they were attracted to a post because they wanted to work in the area where they lived while they were training,** compared with only **three per cent of those training to teach via undergraduate** routes (BEd and BA/BSc QTS).[196]

Amongst those training to teach in secondary schools:

- **Forty-one per cent of those training to teach via Flexible PGCE courses reported that they were attracted to a teaching post due to the convenient geographical location of the school** compared, for example, with **a fifth (20%) of SCITT trainees**.[197]

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[193]Chi-square=12.00, df=1, p=0.001.
[194]Chi-square=5.05, df=1, p=0.025.
[195]Chi-square=28.31, df=5, p<0.001.
[196]Chi-square=12.57, df=5, p=0.028.
[197]Chi-square=9.75, df=4, p=0.045.

- **Seventeen per cent of SCITT and GRTP trainees reported being attracted to a teaching post in one of their placement schools,** compared with **eight per cent of those following BA/BSc QTS programmes.**[198]
- **Fifteen per cent of those following BA/BSc QTS programmes were attracted to a post because they '*Wanted to live close to where my family lives,*' compared with only four per cent of those following SCITT programmes.**[199]

7.5 Expectations of the first year as a (qualified) teacher

Regardless of whether they had secured a teaching post, (survey and case study) trainees were asked about their expectations for the induction year. In particular, case study trainees were asked about:

- their perceptions of the transition from student teacher to qualified teacher status;
- what aspects of being a teacher they were most and least looking forward to; and
- what support and professional development they expected or would (ideally) like to receive in their first year of teaching.

Participants in the telephone survey were also asked what support they felt should be provided for them during their Induction year.

7.5.1 Transition from student teacher to (qualified) teacher

Case study participants were asked how they felt their roles and responsibilities would change in their first year as a qualified teacher, compared with those they had held as a trainee teacher. **The majority (57) reported feeling that they would be more responsible in their first year of teaching than they had been during their ITT.** The main ways in which they felt that they would be more responsible related to the additional tasks that they would be responsible for and their (increased) responsibility in the classroom:

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[198]Chi-square=9.35, df=4, p=0.053.
[199]Chi-square=9.34, df=4, p=0.053.

I think again it's all the little things that we're not expected to do. I think it will suddenly hit us that we've got so much more to do. We've been writing in our weekly summaries 'I have now taken on the full role of the teacher' but of course you haven't if you haven't done assemblies, or you haven't done hymn practice, you haven't attended all the staff meetings and done staff meetings of your own. There's so many little things like assessment and writing reports and things. I don't think it will hit us until September how much the teachers had to do. (*Female, 20-24, PGCE, primary*)

Well you're going to actually be in charge, for the first time the buck will stop with you. You've always had somebody you can refer to when the class completely lose it… Being an NQT I can go straight in and I can put straightaway that these are my rules, this is what will happen. (*Female, 30-34, BEd, secondary, ICT*)

In contrast, those (10) trainees who felt that their roles and responsibilities would remain the same referred to those aspects of teaching that they had already been undertaking as trainees, and the teacher persona they felt that they had developed during their ITT:

[M]otivation of children, inspiring the children, making them want to learn, not it being a chore for them, having a good standard in school with other staff members and having a good relationship with parents or carers and things like that… Being able to evaluate, evaluate your teaching… I don't think it is going to be too much different from the trainee perspective. You have still got to work to these standards for the teacher. (*Female, 25-29, Flexible PGCE, primary*)

I think the roles aren't actually that different because we have always been encouraged to act as though we are teachers. When you get out your car in the morning, eyes will be watching you until you get into your car and go home at night, so don't ever forget that, you are not only a teacher when you start at nine o'clock, you are a teacher from when you get out your car. (*Female, 45-plus, BA QTS, secondary, ICT*)

Four of those who followed employment-based (GTP and RTP) routes also talked about feeling that they had already made the transition to 'teacher' during their training:

… just a continuation. There's nothing else, no more shocks or transitions, just carry on as I have been doing these last two years really. (*Female, 35-39, RTP, secondary, D&T*)

Actually the transition was really this year where I went from being seen as a trainee to being seen as a member of staff. (*Male, 25-29, GTP, secondary, maths*)

Interestingly, only one trainee argued that she felt she would be less responsible, although this was primarily due to the fact that, after undertaking a part-time (5 term) GTP programme she would be providing (one term) maternity cover within the same school, a circumstance which she felt was unsettling to her role within the school.

7.5.2 Aspects of working as a teacher student teachers were most and least looking forward to

The aspects of being a teacher that the majority of case study trainees indicated that they were most looking forward to in starting their first (qualified) teaching post was 'having their own class' (43). Interviewees also referred, in this context, to:

- having a class *for a whole year* (14)
- being a 'proper' teacher (12)
- having a tutor group (4).

Each of the above is illustrated by the quotations below:

'Having my own class'
> [What I am] most looking forward to would be just having my own classes and my own responsibilities with those. Starting with the pupils from day one and being able to set my own standards and my own rules rather than following somebody else's. So that I'm really looking forward to. (*Female, 40-44, PGCE, secondary, geography*)

Having a class for a whole year
> What I really want to see, that having started the class from September and see them growing so much in one year, I think that has become very important for me. (*Female, 25-29, RTP, primary*)

Being a 'proper' teacher
> I think it would be nice to ditch that student-teacher tag… it would be nice I think to be going in there and you are actually a full teacher, a fully qualified teacher and you are, you know, you have a right to be there almost. (*Female, 25-29, PGCE, secondary, history*)

> [B]eing able to just like be a real teacher if you know what I mean. The realistic side of it that you know you can change things and be flexible and that sort of thing. (*Female, 20-24, BA QTS, primary*)

Having a tutor group

> It is like ownership of a group of individuals that you represent and they represent you around the school… it is also nice because you get to know the parents, you know all about them, what's going right and that's what is interesting really. (*Female, 45-plus, BA QTS, secondary, ICT*)

Interestingly, when case study trainees were asked about aspects of their first teaching post they were not looking forward to, they talked about a wider range of issues than those mentioned above. These were, in descending order:

Workload, including the volume of administration (28)

> I mean it is just the huge time pressure, that's what I feel terrifies me a bit, the fact that I've done a 50 per cent timetable during block practice and not had a life outside that at all, lack of sleep, been working till 2am, not seeing my kids, not seeing my husband, and to be honest what it will be like on an 85-90 per cent timetable, that frightens me a bit. (*Female, 40-44, PGCE, secondary, geography*)

Adjusting to a new school (23)

> I think again, it is a matter of finding out what the school's expectations are, you know, what they want from you and that bothers me because the schools that I have been in have been totally different. They are after different things and they are looking for different things, that bothers me and panics me. (*Female, 30-34, BEd, primary*)

> Things like it being my first day at school as well as the kids. I'm not going to know where the toilets are… I'm not going to know who anybody is and neither are they, it's that terror of being a first day at school and I think, hold on a minute, I'm a teacher. (*Female, 30-34, BEd, secondary, ICT*)

Potential difficulties in classroom management (15)

> [I'm a] bit sort of hesitant about meeting my classes for the first time and how am I going to deal with that and very aware of getting the buggers to behave and kind of, you know, coming up with strategies so I am very clear on what I want from them when I go in and you know just sort of preparing myself mentally for that and being on my own in there and how I'm going to deal with that. (*Female, 25-29, SCITT, secondary, MFL*)

The type of school they were going to work in (8)

> I'm also quite a bit apprehensive about it being such a big school and such a big class because 35 is a lot for an experienced teacher so it's a fair amount for somebody like me. (*Female, 30-34, Flexible PGCE, primary*)

The challenges of being an NQT (8)

> I won't be a proper teacher, I won't feel like a proper teacher until that year has gone, although I am really. (*Female, 45-plus, BA QTS, secondary, ICT*)

Possible issues relating to dealing with parents (7)

> I think the parents will be quite a big, making sure that you build up good relationships and obviously if I end up with parents that are quite pushy or don't agree with what I am doing or, you know… I think that is going to be one of the major challenges. (*Female, 20-24, BEd, primary*)

Potentially not getting support from their school (7)

> The things I'm most worried about is maybe not getting the support and not knowing the way that each school works. You go in and there's so many things you forget to ask or they forget to tell you. (*Female, 20-24, PGCE, primary*)

In addition to the issues mentioned above, three interviewees stated that they were not looking forward to the prospect of Ofsted inspection, whilst two indicated that they were nervous about establishing relationships with other teachers in schools.

7.5.3 Support and professional development

All newly qualified teachers are statutorily entitled to an induction programme during their NQT period, to support their professional development and help them to meet the NQT standards. Case study trainees were asked what support they *expected* in their first teaching post and what support they *would like* to receive. Again, some trainees who had already obtained a teaching post were aware of processes which had been put in place for their induction year (for example, many knew who their mentor would be), whereas those without a confirmed post were more likely to talk in general terms about the Induction year. The main ways in which trainees *expected* to be given support and professional development are listed and illustrated below:

Having a mentor (43)

> I think I still expect a sort of reasonable level of support from whoever is going to be mentoring you, but obviously a lot less intense than what you have had as a student teacher. *(Female, 25-29, PGCE, secondary, history)*

Support from other colleagues in school (33)

> I think the school will do quite a lot and very successfully [according to] some of the teachers who have gone through it, because they have done their NQT year there… so [I expect] good support in the department really… in general I think it is very good, if you need anything they will let you do it. *(Male, 35-39, BA QTS, secondary, D&T)*

Non-contact time (26)
> I've been told that as an NQT I will get from the school one afternoon off a week and apparently that can actually be banked with that particular school so I can bank two hours a week and have a day off… so that's quite nice. *(Female, 20-24, BEd, primary)*

Additional training (25)
> At the interview he said 'I will send you on as many courses as possible'. *(Female, 45-plus, BA QTS, secondary, ICT)*

In addition to the above, smaller numbers of trainees mentioned other expected sources of support, including being observed in lessons, meeting other NQTs and support from their LA.

When interviewees were asked about what support they *would (ideally) like* to receive they often developed ideas relating to the form they would like their *expected* support to take. For example, those who reported that they would (ideally) like to have a mentor (28) discussed their hopes for the form in which this mentoring would take place, including having a good relationship with the mentor, the hope that their mentor would be available to help them, and the hope that, whilst benefiting from their mentors' experiences, they would be allowed the space to develop their own teaching style:

> I suppose in an ideal world you would hope that you would have a mentor who is going to be really nice and really friendly and really approachable. *(Female, 35-39, BA QTS, primary)*

> I would just like somebody who was there for me and to answer my questions if I felt like I needed support, and to point me in the right direction if I am going off track, someone I can talk to. If I knew it all I would have been a teacher years ago, I will need help and I think it is someone who is prepared to give me the experience of their years. *(Female, 30-34, BEd, primary)*

> I think I would like someone who wasn't stuck on 'this is what I do' and trying to mould you from what they do to someone who's a bit more 'what did you think, what could you do?'… let you learn from the mistakes… because everyone has got their own different ways of dealing with things and doing things and I think it's more sometimes just coming into your own. I think I'd rather have that kind of support. *(Female, 20-24, BA QTS, primary)*

Other areas in which trainees felt that they would like (but didn't necessarily expect) support are detailed below:

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(Informal) staff support (33)
> It would be nice if I was planning with a team. I would like that regular support with planning. I'd just like the staff to be generally supportive. *(Female 20-24, PGCE, primary)*

> I would like the support of working colleagues really, obviously like subject co-ordinators, I'd like to think they were really approachable. *(Female, 20-24, BEd, primary)*

Non-contact time (26)
> I guess that, in an ideal world, I would expect to get the half day a week, the ten per cent non-contact time. *(Female, 35-39, BEd, primary)*

Opportunities to undertake additional training or professional development (25)
> I'm hoping I'm going to be given the opportunity to go on some courses and broaden my horizons and my experiences. *(Female, 40-44, GTP, primary)*

Support from their HEI (6)
> It would be nice I think to keep in touch with college, to be able to come in, talk to tutors, because I do that now. I'm doing something in school and the staff at school can tell me the answer to a question usually from a teaching point of view, from our school ethos point of view, but sometimes like I come across a different literacy teaching thing at my contrasting placement and my school know nothing about it… It would be nice to be able to talk to people at college who could give you more ideas. (*Female, 45-plus, RTP, primary*)

Additional forms of support that smaller numbers of trainees indicated that they would have liked included support from their LA, help with meeting the NQT standards, being observed teaching, and having the opportunity to observe teachers in other schools.

Participants in the telephone survey were also asked what support they felt should be provided for them as a newly qualified teacher. The results are given in Table 7.2. Overwhelmingly, **the most frequently mentioned source of support was '*meetings with a mentor*' (indicated by 57%** of respondents (58% weighted), compared with only 13% for the second most frequently mentioned potential sources of support, a '*reduced teaching timetable*' and '*support from head teacher/other members of staff*').

Table 7.2: In your first year of teaching, what support do you feel should be provided for you as a newly qualified teacher?

	Frequencies	Valid per cent (actual)	Valid per cent (weighted)
Meetings with mentor	1,654	57%	58%
Reduced teaching timetable	369	13%	13%
Support from head teacher/other members of staff	364	13%	11%
Being observed in lessons	325	11%	11%
Advice/guidance about further academic study or research	296	10%	11%
Help with lesson planning	292	10%	9%
Further/additional professional development/courses	211	7%	7%
Keeping up-to-date with new developments in teaching	207	7%	7%
Contact with other NQTs	204	7%	7%
Meetings with induction tutor	203	7%	7%
Observing the lessons of others	187	6%	6%
Critical friend/buddy	182	6%	6%
Careers advice/guidance	179	6%	7%
Thorough induction into school	179	6%	6%
No. of cases	**2,902**		

N=3,162 (missing values=260). More than one response could be given so percentages do not sum to 100.

Variation by phase

There were a number of statistically significant differences between the responses of those student teachers training to teach in primary schools and those training to teach in the secondary sector, regarding the types of support that student teachers reported should be provided for them in their first year of teaching (see Table 7.3). For example, **15 per cent of those training to teach in primary schools** felt that they should receive **'*help with lesson planning*' compared with only five per cent of those training to teach in secondary schools.**[200]

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[200]Chi-square=82.931, df=1, p<0.001.

Table 7.3: Support student teachers felt should be provided for them as newly qualified teachers by phase

| | Per cent (%) | |
	Primary	Secondary
Meetings with mentor	59	55
Reduced teaching timetable*	16	10
Support from head teacher/other members of staff	11	13
Being observed in lessons	11	12
Advice/guidance about further academic study or research	11	11
Help with lesson planning*	15	5
Further/additional professional development/courses	7	7
Keeping up-to-date with new developments in teaching	7	7
Contact with other NQTs*	8	6
Meetings with induction tutor*	6	8
Observing the lessons of others	7	6
Critical friend/buddy*	8	5
Careers advice/guidance	6	7
Thorough induction into school	6	6
No. of cases	**1,389**	**1,275**

*Chi-square: p<0.005. More than one response could be given so percentages do not sum to 100.

Variation by route

Tables 7.4 and 7.5 show the responses of student teachers, by ITT route, for those training to teach in primary and secondary schools, respectively. More specifically:

- Within the primary phase, nearly three-quarters of GRTP trainees (73%) reported feeling they should have '*meetings with a mentor*', compared with only half of those training to teach via BEd programmes (51%).[201]

- Within the secondary phase, 22 per cent of SCITT trainees, compared with nine per cent of Flexible PGCE and GRTP trainees, indicated that they felt they should receive '*support from [the] head teacher/other members of staff*'.[202]

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[201]Chi-square=28.647 df=5, p<0.001.
[202]Chi-square=18.247 df=4, p=0.001.

Table 7.4: Support student teachers felt should be provided for them as newly qualified teachers by route (Primary phase trainees)

	Per cent (%)						
	BEd	BA/BSc QTS	PGCE	Flexible PGCE	SCITT	GRTP	Total
Meetings with mentor*	51	55	59	72	62	73	59
Reduced teaching timetable	17	14	16	16	17	20	16
Support from head teacher/other members of staff	12	11	11	5	17	8	11
Being observed in lessons	14	10	12	10	12	11	11
Advice/guidance about further academic study or research	11	12	13	3	6	9	11
Help with lesson planning	16	16	16	12	19	10	15
Further/additional professional development/courses	7	7	9	3	11	7	7
Keeping up-to-date with new developments in teaching	3	8	7	9	7	9	7
Contact with other NQTs	5	9	7	9	7	8	8
Meetings with induction tutor	10	5	5	7	7	6	6
Observing the lessons of others	5	8	8	10	7	7	7
Critical friend/buddy	8	8	5	10	6	8	8
Careers advice/guidance	6	5	5	9	8	5	6
Thorough induction into school	6	6	5	9	7	5	6
No. of cases	**191**	**593**	**262**	**58**	**109**	**176**	**1,389**

More than one response could be given so percentages do not sum to 100.
*Chi-square: $p < 0.05$.

Table 7.5: Support student teachers felt should be provided for them as newly qualified teachers by route (Secondary phase trainees)[203]

	Per cent (%)					
	BA/BSc QTS	PGCE	Flexible PGCE	SCITT	GRTP	Total
Meetings with mentor	51	55	60	50	59	55
Reduced teaching timetable	7	11	17	8	10	10
Support from head teacher/other members of staff*	14	11	9	22	9	13
Being observed in lessons	16	12	13	8	14	12
Advice/guidance about further academic study or research	14	11	11	9	8	11
Help with lesson planning	4	5	2	6	4	5
Further/additional professional development/courses	5	7	4	8	7	7
Keeping up-to-date with new developments in teaching	9	8	6	5	8	7
Contact with other NQTs*	1	8	13	6	5	7
Meetings with induction tutor	10	8	0	8	9	8
Observing the lessons of others	7	5	6	3	8	6
Critical friend/buddy	6	6	4	4	5	5
Careers advice/guidance	9	8	6	4	7	7
Thorough induction into school	7	6	2	8	8	7
No. of cases	**132**	**638**	**47**	**161**	**277**	**1,255**

More than one response could be given so percentages do not sum to 100.
*Chi-square: p<0.05.

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[203]Number of secondary BEd trainees (20) were too small to include in the table.

7.6 Professional development and training needs

At the end of their ITT programmes all trainees are expected to complete a Career Entry Development Profile (CEDP) to help them identify their professional development and training needs. Of the 79 case study participants:

- twenty-one expressed positive feelings about the CEDP, in particular for enabling them to reflect back on their development as teachers and to help them anticipate future needs;

    I think again, it helps to sit down and think of what you need to put in, to make sure you evaluate yourself in a sense and I think it's good to sit down and say, I've passed it all but it doesn't just stop there because I think if we didn't do it, I think it would be just like, yeah, I've finished now... I think it helps establish things in your head as well. *(Female, 20-24, SCITT, secondary, D&T)*

- eighteen participants were less than positive about the usefulness of their CEDP;

    If the process had been to talk to the mentor from the last school you were in, about 'well what do you think my further training needs would be?' then I could see a point to that. But it is not, you have to come up with them yourself, but are we going to be honest enough or are we just going to fill them out because we feel that we should put something in, does it mean anything? *(Male, 35-39, BEd, primary)*

- twelve trainees stated that the usefulness of their CEDP was provisional on the use their school made of it;

    [It is useful o]nly if what I write there, if someone is going to do something about [it]. If nothing is going to be done about it, it is just pointless. *(Female, 30-34, Flexible PGCE, secondary, science)*

- and twelve participants were unsure about it's overall purpose.

    No-one's really explained what it's for or what you do with it, you know, once you have finished it, then what happens to it and that kind of thing, I don't really understand. I suppose it's just a link between the different stages of your teaching really. *(Female, 20-24, PGCE, primary)*

Regardless of their attitudes towards the CEDP, 62 case study participants talked specifically about what they felt their particular training needs would be in their first year of teaching. These frequently echoed those aspects of teaching mentioned by trainees as areas which they felt weak on at the end of their ITT programmes in

Chapter 6 (Section 6.2.3), including for example, subject knowledge, assessment, and behaviour management. However, others mentioned specific aspects related to their new teaching posts, technical courses they wished to develop further, or areas which they wished to develop as a professional specialism in their future careers:

> I think the only thing I'm concerned with immediately is learning to use an interactive whiteboard. (*Female, 40-44, PGCE, secondary, geography*)

> I will be working with deaf students as well so it's something that I will develop and I will have to develop in my career to teach the students that I'll be teaching. (*Female, 30-34, GTP, secondary, ICT*)

Table 7.6 shows the main areas of additional training or professional development survey strand participants indicated that they would benefit from in their first year of teaching. **The items mentioned by the highest number of trainees were the '*ability to work with pupils with SEN*' and '*knowledge about my teaching subject(s)*'** (each mentioned by 18% of respondents (17% weighted)).[204] In contrast, only four per cent of respondents indicated that they would benefit from additional training or professional development in their '*awareness of research findings about effective teaching methods*'.

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[204]It should be noted that when the data were weighted for the variable ITT route the item mentioned by the highest number of respondents was '*Ability to maintain discipline in the classroom*' (16% actual, 19% weighted).

Table 7.6: Going into your first year of teaching, what would you say are the areas in which you think you would benefit from additional training or development?

	Frequencies	Valid per cent (actual)	Valid per cent (weighted)
Ability to work with pupils with special educational needs (SEN)/inclusion	525	18%	17%
Knowledge about my teaching subject(s)	519	18%	17%
Ability to maintain discipline in the classroom	471	16%	19%
Using ICT in subject teaching	425	15%	15%
Knowledge/understanding of the principles of assessment for learning	355	12%	13%
Widespread knowledge of general subjects/skills	296	10%	8%
Ability to use a range of teaching methods	242	8%	9%
Ability to deal with pastoral issues	232	8%	10%
Knowledge/understanding of pupil motivation and behaviour	204	7%	7%
Staff supervision/management skills	159	6%	7%
Marking and assessments	128	4%	5%
Awareness of research findings about effective teaching methods	105	4%	4%
No. of cases	**2,902**		

More than one response could be given so percentages do not sum to 100.

Variation by phase

There were some (statistically significant) differences in the responses to this question of those training to teach in the different educational (primary and secondary) phases. For example:

- **Twenty three per cent of primary trainees** reported that they would benefit from additional training or professional development in the '***ability to work with pupils with special educational needs (SEN)/inclusion***' **compared with 13 per cent of secondary trainees.**[205]

- In contrast, **22 per cent of those training to teach in secondary schools** reported that they would benefit from additional training or professional development in the **'***Ability to maintain discipline in the classroom***'** **compared with 12 per cent of those training to teach in primary schools.**[206]

[205]Chi-square=43.772, df=1, p<0.001.
[206]Chi-square=45.161, df=1, p<0.001.

Table 7.7: Areas in which student teachers felt they would benefit from additional training or professional development by phase

	Per cent (%)	
	Primary	Secondary
Ability to work with pupils with special educational needs (SEN)/inclusion*	23	13
Knowledge about my teaching subject(s)	19	17
Ability to maintain discipline in the classroom*	12	22
Using ICT in subject teaching	16	14
Knowledge/understanding of the principles of assessment for learning*	15	10
Widespread knowledge of general subjects/skills*	19	2
Ability to use a range of teaching methods*	7	10
Ability to deal with pastoral issues*	2	15
Knowledge/understanding of pupil motivation and behaviour*	6	8
Staff supervision/management skills*	4	7
Marking and assessments	4	5
Awareness of research findings about effective teaching methods	4	4
No. of cases	**1,389**	**1,275**

More than one response could be given so percentages do not sum to 100.
*Chi-square: p<0.05.

Variation by route

Tables 7.8 and 7.9 show the responses of student teachers by ITT route, for those training to teach in primary and secondary schools, respectively.

It can be seen that:

- Of those training to teach in **primary schools, 21 per cent of both PGCE and Flexible PGCE trainees reported the '*ability to maintain discipline in the classroom*' as an area for further training or professional development**, compared with only **eight per cent of those following primary BA/BSc QTS programmes.**[207]

- Amongst **secondary phase trainees, 28 per cent of those following BA/BSc QTS programmes,** compared with **15 per cent of those following PGCE, Flexible PGCE and SCITT pathways indicated that they would benefit from additional '*Knowledge about my teaching subject(s)*'.**[208]

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[207]Chi-square=33.744, df=5, p<0.001.
[208]Chi-square=16.786, df=4, p=0.002.

Table 7.8: Areas in which student teachers felt they would benefit from additional training or professional development by route (Primary phase trainees)

	Per cent (%)						
	BEd	BA/BSc QTS	PGCE	Flexible PGCE	SCITT	GRTP	Total
Ability to work with pupils with special educational needs (SEN)/inclusion*	19	28	20	28	20	16	23
Knowledge about my teaching subject(s)	19	17	18	16	24	26	19
Ability to maintain discipline in the classroom*	9	8	21	21	10	12	12
Using ICT in subject teaching*	20	14	13	16	16	24	16
Knowledge/understanding of the principles of assessment for learning*	13	11	17	24	18	20	15
Widespread knowledge of general subjects/skills	23	19	14	10	20	21	19
Ability to use a range of teaching methods	5	5	10	5	9	9	7
Ability to deal with pastoral issues*	1	1	2	3	4	2	2
Knowledge/understanding of pupil motivation and behaviour*	3	5	10	9	5	7	6
Staff supervision/management skills	2	3	7	7	4	4	4
Marking and assessments	4	3	4	3	6	3	4
Awareness of research findings about effective teaching methods	4	3	4	9	3	3	4
No. of cases	**191**	**593**	**262**	**58**	**109**	**176**	**1,389**

More than one response could be given so percentages do not sum to 100.
*Chi-square: p<0.05.

Table 7.9: Areas in which student teachers felt they would benefit from additional training or professional development by route (Secondary phase trainees)[209]

	Per cent (%)					
	BA/BSc QTS	PGCE	Flexible PGCE	SCITT	GRTP	Total
Ability to work with pupils with special educational needs (SEN)/inclusion	18	13	9	14	12	13
Knowledge about my teaching subject(s)*	28	15	15	15	21	17
Ability to maintain discipline in the classroom	14	22	32	25	21	22
Using ICT in subject teaching	10	16	9	12	15	14
Knowledge/understanding of the principles of assessment for learning*	6	11	4	9	11	10
Widespread knowledge of general subjects/skills	2	3	0	3	2	3
Ability to use a range of teaching methods	6	9	15	8	14	10
Ability to deal with pastoral issues*	20	17	17	15	9	15
Knowledge/understanding of pupil motivation and behaviour	8	6	9	12	10	8
Staff supervision/management skills	4	9	6	7	6	7
Marking and assessments	2	6	9	4	4	5
Awareness of research findings about effective teaching methods	2	4	6	5	7	4
No. of cases	**132**	**638**	**47**	**161**	**277**	**1,255**

More than one response could be given so percentages do not sum to 100.
*Chi-square: $p < 0.05$.

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[209]Number of secondary BEd trainees (20) were too small to include in the table.

7.7 Future career plans

During case study interviews, student teachers who were anticipating taking a teaching post on completion of the ITT were asked about their future career plans (either inside or outside of the teaching profession).

Twenty-nine case study participants discussed how long they would like to stay in the school where they obtain(ed) their first teaching post. Of these, six indicated that they planned to remain in their first school for one year only, and six indicated that they would like to stay there indefinitely. Most trainees were unsure at this stage and indicated that whether or not they remained in their first schools was provisional on their subsequent experiences in those schools:

> I don't know. I mean as long as I am happy there I don't see why I would change, it depends what opportunities come up within the school and I don't know, I can't see myself wanting to leave in the foreseeable future. (*Female, 20-24, SCITT, secondary, arts*)

Trainees gave reasons both for remaining in their first school, and for moving on, as illustrated below:

Moving school would provide promotion opportunities/would remain in current school if those opportunities arose (8)

> I think there is a point at which I want to do something with my career, move onwards, whether that is onwards and upwards or onwards and sidewards. [That] would be the point at which I would have to consider moving because if I wanted to become Head of, lets say Head of Key Stage 2, well unless the post is vacant in the school I am in, then I need to do it. If I wanted to work towards being a deputy head, well that would probably entail me moving schools. (*Male, 35-39, BEd, primary*)

Changing school would increase their professional experience and provide new challenges (11)

> I wouldn't want to stay anywhere too long because I think you get stale. I think you need to move around to keep yourself fresh. (*Male, 20-24, BA QTS, primary*)

They would want to move to a 'better' school (3)

> Because it's not the school I want. It is a very rough school and I don't really want to teach in a rough school but I know if I can do two years here, I can do two

years anywhere and they do say NQTs should stay two years because your first year is still training really, they do say you shouldn't move before two years. And to be honest I don't think you should stay too long. (*Female, 30-34, BEd, secondary, ICT*)

They are on a one-year contract/requiring their contract to be renewed (3)

I have got a temporary contract for a year because of the reshuffle which is happening… hopefully I will be able to stay on there if it all goes well because I'd really like to stay there, I like the school so much so… (*Female, 25-29, SCITT, secondary, MFL*)

Moving school would enable trainees to lose the 'tag' of trainee or NQT (1)

[I]t will be my intention within a couple of years of my NQT being finished to move on… I will go to a school where I will be a teacher not a nursery nurse who trained to be a teacher. (*Female, 45-plus, RTP, primary*)

As suggested in the quotations above, some trainees talked specifically about hoping for possible promotion in their future career plans, although others were just happy to 'wait and see':

I can see me staying, if it goes well, a big *if*, a couple of years and then get myself maybe a better job, some kind of authority, AST [Advanced Skills Teacher], more likely at the moment to be Head of Department but if [the school] offered me AST it would be great. (*Male, 25-29, PGCE, secondary, MFL*)

I wanted to teach and to have that influence in the classroom. Part of me is quite happy to do that, I think there just seems to be so much to learn yet that I think that really, for me personally anyway, it's just a case of becoming a good teacher and getting to know my own personal development and feeling confident in every aspect of my subject and most aspects of teaching. (*Female, 45-plus, Flexible PGCE, secondary, English*)

However, 12 trainees discussed future career plans outside of teaching (8) or outside of education (4):

Well, now I am just going to see how things go and whether I stick at it for life I am not sure because basically now I find that once you have got your BEd and a bit of experience, there is far more doors open up to you than teaching, it is not your only option, so, I can keep all my options open now. (*Male, 30-34, BEd, secondary, ICT*)

Although I think it's great I'm not sure I'll continue with it because it's just so hard, it's such hard work to actually be a really good teacher. [It] has taken a toll on my family I would say in what I've done so far. And obviously I've only been

teaching part of the timetable and have no administrative duty… I have to give it a fair shot I feel, but it's awfully tempting not to bother and think I can earn more money than this working less hard than this in another field, and in terms of me personally, I've lost huge quantities of respect and kudos, I've taken a step backwards, and I know I could step into a lab in September and resume a much more senior position with more money and far less stress. (*Female, 40-44, Flexible PGCE, secondary, science*)

Survey strand participants were asked if they planned to still be in teaching in five years' time, both in the 'pre-ITT' ('Wave 1') questionnaire and the 'end of ITT year' ('Wave 2') telephone survey. Interestingly, **on completion of their ITT programmes, 93 per cent stated that they intended to be in teaching in five years' time, compared with 82 per cent of the same cohort** (83% weighted) **at 'Wave 1'** (see Table 7.10).

Table 7.10: Do you expect to be working in teaching in five years time?

	Valid per cent (actual)		Valid per cent (weighted)	
	Wave 1	Wave 2	Wave 1	Wave 2
Yes	82%	93%	83%	93%
No	4%	3%	3%	3%
Don't Know	14%	4%	14%	4%

No. of cases=2,710.

Variation by (and within) phase

There were no statistically significant differences between the responses of primary and secondary phase trainees on the question of whether they intended to be working in teaching in five years' time (97% of trainees from both educational phases indicated that they did intend to be teaching at that time).[210] Neither were there statistically significant differences between the responses of secondary phase trainees following different subject specialisms.[211]

Variation by (and within) route

Tables 7.11 and 7.12 summarise the responses of student teachers following different ITT routes to the question of whether or not they expected to be working in teaching in five years' time. Observable differences between the responses of those following different ITT routes, within both the primary and secondary sectors, were not found to be

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[210]Chi-square=0.52, df=1, p=0.469.
[211]Chi-square=19.75, df=14, p=0.138.

statistically significant. Neither were there statistically significant differences between the responses of survey participants following similar ITT routes with different providers.

Table 7.11: Do you expect to be working in teaching in 5 years' time, or not? (Primary phase trainees)

	Per cent (%)			No. of cases
	Yes	No	Don't Know	
Flexible PGCE	100	0	0	**58**
GRTP	96	3	1	**177**
BEd	95	4	2	**192**
BA/BSc QTS	94	3	2	**595**
SCITT	93	2	6	**109**
PGCE	91	5	5	**263**
Total	1,309	48	37	**1,394**

Chi-square: p=0.060. Percentages may not add up to 100 due to rounding.

Table 7.12: Do you expect to be working in teaching in 5 years' time, or not? (Secondary phase trainees)[212]

	Per cent (%)			No. of cases
	Yes	No	Don't Know	
BA/BSc QTS	96	3	1	**132**
PGCE	93	3	4	**642**
SCITT	91	2	8	**161**
GRTP	91	3	5	**279**
Flexible PGCE	88	2	10	**48**
Total	1,168	35	59	**1,262**

Chi-square: p=0.183. Percentages may not add up to 100 due to rounding.

Results of regression analysis

To test whether a number of different explanatory variables had an independent effect on trainees' responses to the question of whether or not they expected to be working in teaching in five years' time, a binary logistic regression analysis was carried out.

Seven explanatory variables were entered into the regression model. These included ITT route, age, gender, ethnicity, educational phase, whether a trainee had got (or was planning to get) a full-time or part-time job, and whether her / his training course had been full-time or part-time. The only variables with a statistically significant effect on trainees' responses were age and ethnicity. Of these, **age had the largest effect size, followed by the ethnic group of the trainee**.[213]

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[212]Number of secondary trainees (20) were too small to include in the table.
[213]Further details are provided in Appendix F.

Table 7.13: Binary logistic regression results

Do you expect to be working in teaching in five years' time? - 1: Yes, 0: No		
EXPLANATORY VARIABLES	*B*	*Beta weights*
GENDER[214]		
Male trainee	0.31	0.13
AGE[215]		
35-44 years old	0.95*	0.34*
ETHNICITY[216]		
BME	-0.69*	-0.18*
ITT ROUTE[217]		
GRTP	0.18	0.07
ROUTE & GENDER INTERACTIONS		
GRTP & Male trainee	-1.30*	-0.26*
No. of cases	**2,767**	

*Denotes a statistically significant effect.

The regression analysis revealed a statistically significant interaction between route and gender, which shows that men within the GRTP route were more likely than women to report that they were not expecting to be working in teaching in five years' time, whilst this was not the case in any of the other ITT routes. For example, eight per cent of male respondents following the GRTP route reported that they were not intending to be working in teaching in five years' time, compared with two per cent of female respondents within the same route.

Variations in response according to trainees' age and ethnicity are reported below.

Variation by age

As shown in Table 7.14, there were statistically significant differences between the responses of those in different age groups. For example, **ninety-six per cent of those aged '45 or more' expected to be working in teaching in five years' time,** compared with 92 per cent of those in the '25-34' age group.

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[214]The reference group for gender is 'female trainee'.
[215]The reference group for age is 'under 25'.
[216]The reference group for ethnicity is 'white'.
[217]The reference group for ITT route is 'PGCE'.

Table 7.14: Trainees' expectations of working (or not) in teaching in five years' time, by age

	Per cent (%)			No. of cases
	Yes	No	Don't know	
Under 25	93	4	3	**1,361**
25-34	92	3	5	**877**
35-44	95	2	4	**504**
45-plus	96	2	2	**148**
Total	93	3	4	**2,890**

Chi-square: p=0.003. Percentages may not add up to 100 due to rounding.

Variation by ethnicity

The responses of those from majority and minority ethnic groups are summarised in Table 7.15. We can see, for example, that **94 per cent of those in the majority ethnic group expected to be working in teaching in five years' time,** compared with **87 per cent of those from minority ethnic groups.**

Table 7.15: Trainees' expectations of working (or not) in teaching in five years' time, by ethnicity

	Per cent (%)			No. of cases
	Yes	No	Don't know	
White	94	3	3	**2,699**
BME	87	5	7	**191**
Total	93	3	4	**2,890**

Chi-square: p=0.002. Percentages may not add up to 100 due to rounding.

Why respondents did not intend to be working in teaching in five years' time

Those telephone survey respondents who did not expect to be working in teaching in five years' time were also asked why they thought this might be the case. The reasons given are listed in Table 7.16. Interestingly, over a quarter (27%) reported that they expected to remain in an education-related career.

Table 7.16: Why do you not expect to be working in teaching in five years' time?

	Per cent (%)
I plan to use teaching as a stepping stone into another education-related career	27
I plan to move to another career (unrelated to education)	14
I plan to take a career break for family reasons	12
I plan to be in a career with a better work-life balance	11
I plan to be in a better-paid career	9
Pressure of the workload	8
Too stressful	6
I plan to take a career break to go travelling	0

No. of cases=90. More than one response could be given.

7.8 Discussion and Implications

Findings relating to trainees' experiences of seeking a teaching post suggest that every effort should be made by **providers** to both relieve the pressure of other work at this time, and to continue to provide support in this process.

Those findings reporting the factors affecting student teachers' choices of schools for their first post, suggest that both pragmatic and school factors are involved. It would seem that, other things being equal, schools which are geographically close to trainees' homes are favoured by older trainees with family commitments. Given that such trainees are likely to have chosen providers for similar reasons, these findings, though unsurprising, may have implications for recruitment **policy** at the national, as well as **provider** levels. There are clear implications for **schools,** especially those with difficulties in recruitment and retention, in the findings concerning those characteristics of schools which NQT job-seekers consider important. In particular, a collegial school ethos is valued, and, apart from a probable desire for a pleasant working atmosphere, this is in part explainable when seen in the light of trainees' hopes for informal staff support in their first year of teaching.

The wide range of issues discussed by trainees when they were asked what they were least looking forward to about their first year of teaching highlights again the individual and context-dependent nature of the process of becoming a teacher. On the other hand, among the issues raised by the highest numbers of case study participants were an understandable apprehension associated with the transition into a new workplace, as well as the familiar topics of administrative workload and classroom management. There are implications for **providers** and **programme personnel** in these data with regard to the need to continue, or renew, efforts to address these three concerns within ITT, and for **policy** makers to continue efforts to alleviate the workload of teachers, particularly with respect to administrative tasks.

Regarding student teachers' expectations for support and professional development in their first year of teaching, findings summarised above suggest that, apart from the support of a mentor, a majority of both case study participants and survey respondents were not expecting to receive their full statutory rights in this respect. This could be

because the trainees were not aware of their entitlements as an NQT, or because something in their experiences in schools as trainees suggested that NQTs did not in fact receive their full entitlements. Implications of these findings for **providers** concern the need to ensure that trainees are fully aware of what they should expect, and for **schools** and **policy-makers** to work towards ensuring that this is possible in all cases.

There are indications in case study participants' mixed views on the utility of the CEDP that its potential is not always realised. This may have implications for **programme personnel**.

Striking in the findings relating to student teachers' expectations for their first year of teaching were data from student teachers who eagerly anticipated being able to have 'their own' class. This suggests that these trainees were looking forward to an increase in autonomy and both the added responsibility and potential rewards that this might bring. In turn, it would seem that their ITT programmes had indeed supported these student teachers in their development to the stage that they were, and felt themselves to be, ready for such responsibilities.

The findings relating to an increase (when compared with responses to this question at 'Wave 1') in the proportion of respondents now intending to be in teaching in five years' time, may suggest that despite, or perhaps because of, their increased understanding of the nature of teaching and the hard work involved, student teachers have become at least partially socialised into the profession through their ITT. To some degree this will be an inevitable outcome of their having spent time in schools, regardless of the effectiveness of the support of, and mentoring and teaching from, others. The findings relating to the increased commitment to remaining in the profession may also be explained in part by the increase in levels of confidence reported and discussed in the previous chapter.

8 Retention on ITT programmes and in the teaching profession

Key Findings

- 5% of 'Wave 2' survey participants (6% weighted) had withdrawn from their ITT and 2% had deferred completion.

- Survey respondents who had withdrawn from their courses gave as principal reasons for their decision the inability to manage the workload (22% actual, 21% weighted); a change of mind regarding teaching as a career (19% actual, 21% weighted); and lack of appropriate support (15%).

- Survey respondents who had deferred completion of their ITT most frequently cited family reasons/commitments (29% actual, 31% weighted) and ill health (27% actual, 28% weighted) as explanatory factors.

- Case study data reveal that trainees' decisions to withdraw from or defer completion of their ITT tended to be influenced by a complex range of factors rather than by any single reason.

- Case study data also suggest that, for those trainees who withdrew or deferred, there was a mismatch between their prior expectations and the reality of teaching.

- When survey respondents who had withdrawn from their ITT were asked what factors might have helped them complete their courses, the factors mentioned by the highest numbers of respondents were: *'support from the ITT provider'* (19%) and '*support from school mentor(s)*' (19%).

- Of the survey respondents who had withdrawn from their course, 62% did not anticipate returning to ITT in the future.

- Over half of the survey respondents who had withdrawn from their course and who anticipated returning to ITT (24 out of 41) did not anticipate following the same ITT route.

- 2% of those who completed ITT programmes indicated that they would not be seeking to take up a teaching post on completion of their ITT. Explanations given for this decision included: '*family reasons/commitments*' and '*wanting to take a break before getting a teaching post*'.

8.1 Introduction

The previous chapter explored the expectations of those who had completed, or who hoped to complete, their ITT programmes (by December 2004), and who had secured or were hoping to secure a teaching post. This chapter focuses on those student teachers who withdrew from ITT, those who deferred completion of their ITT, and those who decided not take up a teaching post (at least in the first instance) on completing their ITT. It includes discussion of:

(1) which student teachers withdrew from or deferred completion of their ITT programmes, including the extent to which there was variation according to ITT route, trainees' age and other factors;

(2) the reasons why some student teachers withdrew from or deferred completion of their ITT;

(3) factors which may have helped prevent some student teachers from withdrawing from their ITT; and

(4) the reasons some student teachers did not intend to take up a teaching post on completion of their ITT.

Findings presented in this chapter draw predominantly on data generated from the telephone survey, since only a small number of case study participants withdrew from (3 trainees) or deferred completion of (3 further trainees) their ITT programmes. Nevertheless, case study data provide valuable detail in illustrating, as well as demonstrating the complexity and the interplay of, those factors which cause some trainees to withdraw from or defer completion of their ITT (see Section 8.3 below).

8.2 Who withdrew from or deferred completion of their ITT?

Of those taking part in the ('Wave 2') survey, five per cent (6% weighted) withdrew from their ITT programmes, whilst two per cent (actual and weighted) deferred completion of their ITT (see Table 8.1).

<u>Table 8.1</u>: Have you completed, or are you about to complete, your Initial Teacher Training (ITT) course?

	Per cent (%)		**No. of cases (telephone survey)**	**Case study participants**
	Survey strand (actual)	Survey strand (weighted)		
Completers	94	92	**2,982**	**73**
Withdrew	5	6	**135**	**3**
Deferred	2	2	**45**	**3**
Total	101	100	**3,162**	**79**

Percentages may not sum to 100 due to rounding.

In what follows we explore the characteristics of those trainees who withdrew from ITT and who deferred completion of their ITT. We consider the extent to which withdrawal and retention rates differ according to;

- ITT route;
- phase;
- ITT provider;
- (secondary) subject specialism;
- gender;
- age;
- ethnicity;
- prior qualifications;
- initial commitment to the profession;
- whether a trainees' ITT programme was full-time or part-time; and
- whether or not trainees had prior experience in schools.

It should be noted here that the Becoming a Teacher project started in the academic year 2003-2004 and recruited student teachers in their only or final year of ITT. Consequently, data from student teachers following two-, three- or four-year BEd or BA/BSc QTS courses are in some respects not directly comparable to those from trainees following one year (typically PGCE, SCITT and GTP) programmes, since the (former) data do not provide information on trainees who withdrew or deferred prior to their final year. For this reason, BEd and BA/BSc QTS trainees were not included in these analyses,[218]

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[218]Sixteen student teachers following BA/BSc QTS programmes withdrew from ITT and 11 deferred completion of their ITT during the final year of their programme, whilst during the same period three student teachers following BEd programmes deferred completion of their course, although none withdrew from ITT. Flexible PGCE trainees *were* included in these analyses on the basis that 55 per cent of those trainees in our sample who were following this route indicated that they completed or expected to complete

although they were included in the analyses reported in subsequent sections (from Section 8.3 – reasons why some trainees withdrew from or deferred completion of their ITT).

Variation by (and within) phase

There were differences between the two educational phases with regard to the relative numbers of trainees who completed, deferred completion of and withdrew from ITT:[219]

- Of those training to teach in **secondary schools, seven per cent reported withdrawing from their ITT**, compared with **five per cent of those training to teach in primary schools**.[220]

- Two per cent of those training to teach in secondary schools reported deferring their ITT, compared with one per cent of those training to teach in primary schools.

In addition to the variation in responses from trainees training to teach at different educational (primary or secondary) phases, there is also evidence of variation in the responses of secondary phase trainees according to their subject specialism.[221] For example:

- Fourteen per cent of those training to teach MFL and 11 per cent of those training to teach English reported withdrawing from ITT, compared with five per cent of those training to teach arts.

- Six per cent of those training to teach maths reported deferring completion of their ITT, compared with one per cent of those training to teach humanities, technology, MFL and PE.

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their ITT in one year or less and 85 per cent indicated that they completed or expected to complete within 18 months of starting their programmes.

[219]The chi-square test gave a result just above the significance level of five per cent (Chi-square=5.76, df=2, p=0.056). At the same time, differences between the responses of primary and secondary trainees were found to be statistically significant in the regression analysis reported below. The latter controls for the confounding effect of other explanatory variables and therefore, reduces the error of estimation, providing more accurate results than the simple chi-square test.

[220]As indicated above, these figures include those following postgraduate routes only. Of those following undergraduate routes, 11 of those training to teach in primary schools withdrew from their training programmes during their final year and three of those training to teach in secondary schools.

[221]Chi-square=35.54, df=14, p=0.001. The assumption of minimum expected counts could not be met.

There were, however, no statistically significant differences between the responses of those training to teach shortage subjects and non-shortage subjects in secondary schools.[222]

Variation by (and within) route

Tables 8.2 and 8.3 show the number and percentage of student teachers who completed, withdrew from, or deferred completion of their ITT, by ITT route, for those training to teach in primary and secondary schools, respectively.

Table 8.2: Completers, withdrawals and deferrals by route (Primary phase)

	Completers		Withdrawals		Deferrals	
	No. of cases	Per cent (%) of route	No. of cases	Per cent (%) of route	No. of cases	Per cent (%) of route
SCITT	110	93	8	7	0	0
PGCE	272	94	13	5	4	1
GRTP	179	94	9	5	2	1
Flex. PGCE	60	95	2	3	1	2
Total	621	94	32	5	7	1

Chi-square: p=0.800.

Table 8.3: Completers, withdrawals and deferrals by route (Secondary phase)

	Completers		Withdrawals		Deferrals	
	No. of cases	Per cent (%) of route	No. of cases	Per cent (%) of route	No. of cases	Per cent (%) of route
Flex. PGCE	45	83	7	13	2	4
PGCE	658	90	61	8	13	2
SCITT	106	93	7	6	1	1
GRTP	283	94	10	3	7	2
Total	1,092	91	85	7	23	2

Chi-square: p=0.041.

Of those training to teach in primary schools proportionately more of those following SCITT programmes withdrew from ITT than those following other ITT pathways, although the number of cases (32) is small and it is thus of little surprise that these findings do not reach statistical significance.[223]

In contrast, **amongst those training to teach in secondary schools, those following Flexible PGCE programmes were more likely than those following other routes to report withdrawing from their ITT.** Thirteen per cent of those following secondary

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[222]That is, there were no statistically significant differences between those who 'expected to complete or deferred' and those who 'withdrew' from ITT (Chi-square=0.411, df=1, p=0.522). 'Shortage subjects' include maths, science, ICT, English, and Design & Technology.
[223]Chi-square=3.07, df=6, p=0.800.

Flexible PGCE programmes reported withdrawing from ITT, compared, for example, with only three per cent of those following secondary GRTP courses. Whilst the number of cases is still relatively low (85), the differences between the responses of secondary trainees following different ITT routes do reach statistical significance using chi-square,[224] and route differences are also confirmed by the results of the regression analyses reported below.

Whilst we have seen that there are statistically significant differences in the responses to this question of student teachers following different ITT routes within the secondary educational phase, we should also note that there is evidence of variation in the responses of trainees following the same ITT route with different providers.[225] For example:

- Nineteen per cent of secondary PGCE trainees at one ITT provider, compared with two per cent and four per cent of those at two other ITT providers reported withdrawing from their ITT programmes.
- Four per cent of secondary PGCE trainees at one training provider, compared with zero per cent (none) at two other providers, reported deferring completion of their programmes. These differences were statistically significant.[226]

Results of regression analysis

To test whether a number of different explanatory variables had an independent effect on trainees' responses to the question of whether (or not) they had completed their ITT course or would complete it by December 2004, a binary logistic regression analysis was carried out.[227]

Nine explanatory variables were entered into the regression model. These included: ITT route; age; gender; ethnicity; educational phase; whether the trainee's ITT course had

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[224]Chi-square=13.10, df=6, p=0.041.
[225]Only providers with 50 or more student teachers following the specified route were included in the above (and subsequent) analysis based on ITT provider.
[226]Chi-square=28.45, df=12, p=0.005. The assumption of minimum expected counts could not be met.
[227]Response categories were grouped as follows: (0) Yes, have completed or will complete shortly (by December 2004) and (1) No, have left before completion or will leave shortly. Those who reported that they had delayed / deferred the completion of their course were excluded from this analysis. The key focus of the analysis was to identify the factors that differentiated those completing their courses from those withdrawing in a conclusive way.

been full- or part-time; trainees prior commitment to the profession;[228] whether trainees had worked in schools prior to starting their ITT;[229] and whether or not they had achieved a 2.1 or above or a postgraduate / higher degree prior to starting their training programmes. ITT route, educational phase, gender, age, and prior commitment to the profession were all found to have had a statistically significant effect on trainees' responses. Of these, **gender had the largest effect size, followed by educational phase, ITT route, prior commitment to the teaching profession, and the age group of the trainee**, in descending order. The regression analysis also revealed a statistically significant interaction between educational phase and gender, which shows that men within the secondary phase were as likely as women to withdraw from their ITT course, whilst in the primary phase men were statistically more likely than women to do so.

Table 8.4: Binary logistic regression results

Have you completed or are you about to complete your ITT course? – 0: Yes, 1: No		
EXPLANATORY VARIABLES	*B*	*Beta weights*
GENDER[230]		
Male trainee	1.19*	0.50*
EDUCATIONAL PHASE[231]		
Secondary phase	0.78*	0.39*
ITT ROUTE[232]		
GRTP	-0.79*	-0.29*
AGE[233]		
35-44 years old	0.59*	0.21*
45-plus	0.92*	0.19*
PRIOR COMMITMENT TO PROFESSION		
Does NOT intended to be in teaching in 5 years (W1)	1.05*	0.24*
PHASE & GENDER INTERACTIONS		
Secondary phase & Male trainee	-1.32*	-0.48*
No. of cases	**1,567**	

*Denotes a statistically significant effect.

It is perhaps surprising that those who had worked in schools prior to undertaking their ITT were no less likely to withdraw from their ITT than those who had less prior

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[228]Trainees' prior commitment to the profession was judged by whether or not they stated in 'Wave 1' of the survey that they expected to be in teaching in five years' time.

[229]Trainees who had prior experience of working in schools were those who reported in 'Wave 1' of the survey that they had experience of paid or voluntary work with children and / or young people: as a lunchtime supervisor in a school; a nursery nurse / assistant; or as a school / further education (FE) demonstrator / teaching assistant / learning support assistant.

[230]The reference group for gender is 'female trainee'.

[231]The reference group for educational phase is 'primary'.

[232]The reference group for ITT route is 'PGCE'.

[233]The reference group for age is 'under 25'.

experience in schools.[234] The other variables which did not have an independent statistically significant effect on whether trainees completed or withdrew from their ITT programmes were: ethnicity; whether trainees' were following full-time or part-time ITT programmes; and whether or not (postgraduate) trainees had obtained a 2.1 above in their first degree and / or a prior, postgraduate qualification.

Variations in responses according to trainees' gender, age, and prior commitment to the profession are reported below.

Variation by gender

As indicated by the regression results above, **within the primary educational phase, there were statistically significant differences between male and female trainees in terms of whether they had completed or withdrawn from their ITT programmes.** As shown in Table 8.5, 96 per cent of women completed (or were about to complete) their training courses, compared with 91 per cent of men. At the same time, nine per cent of men reported withdrawing from their ITT courses compared with four per cent of women. **On the other hand, within the secondary phase, the percentages of those completing and withdrawing from their courses were the same for both genders** (i.e. 93% of both men and women completed their programmes, while 7% of them reported withdrawing from their programmes).

Table 8.5: Completers and withdrawals by gender, within phase

	Per cent (%) of completers		Per cent (%) of withdrawals		No. of cases
	Women	Men	Women	Men	
Primary phase	96	91	4	9	653
Secondary phase	93	93	7	7	1,177
Total	94	93	6	7	1,830

Primary phase: chi-square: p=0.036. Secondary phase: chi-square: p=0.846.

Variation by age

In line with the regression results presented in Table 8.4, there were statistically significant differences between trainees in different age groups, in terms of whether they reported completing or withdrawing from their ITT courses. More specifically, **student teachers in the '35-44' and '45-plus' age groups were more likely to withdraw from ITT than those aged under 35.** As shown in Table 8.6, 13 per cent of those aged '45 or

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[234]This issue is explored further below (see Section 8.3.1).

more' and seven per cent of those aged '35-44' reported withdrawing from their ITT courses, compared with five per cent of those aged '25-34' and 'under 25'.

Table 8.6: Completers and withdrawals by age

	Per cent (%) of completers	Per cent (%) of withdrawals	No. of cases
Under 25	95	5	636
25-34	95	5	740
35-44	93	7	378
45-plus	87	13	130
Total	94	6	1,884

Chi-square: p=0.004.

Variation by prior commitment to the profession

Student teachers who reported in the 'Wave 1' survey that they had not (prior to starting their ITT) expected to be in teaching in five years' time, were more likely to withdraw from their training programmes than those who had reported that they had expected to still be in the profession in five years' time. As shown in Table 8.7, 12 per cent of those who had not expected to be in teaching in five years' time reported withdrawing from their ITT programmes, compared with five per cent of those who had reported that they expected to still be in teaching in five years' time.

Table 8.7: Completers and withdrawals by prior commitment to the profession

	Per cent (%) of completers	Per cent (%) of withdrawals	No. of cases
Expected to be in teaching in 5 years' (W1)	95	5	1,558
Did not expect to be in teaching in 5 years (W1)	88	12	69
Total	94	6	1,627

Chi-square: p=0.03.

Additional analyses were conducted by factors which strongly attracted respondents to undertake an initial teacher training programme (as indicated in the 'Wave 1' survey). It was found that:

- Proportionately more of those who withdrew from ITT had indicated at 'Wave 1' that they were strongly attracted to the '*financial incentives attached to teacher training*' (19%) and to the '*salary*' (12%) than those who completed ITT (10% and 5%, respectively).[235]

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[235]'*Financial incentives attached to teacher training*': chi-square=28.72, df=12, p=0.004. '*Salary*': chi-square=21, df=12, p=0.050.

- Those who completed their ITT were more likely to indicate at 'Wave 1' that they were strongly attracted by the idea of '*working with children or young people*' (61%) compared with those who withdrew from ITT (44%).[236]

8.3 Reasons for withdrawal from, and deferral of completion of, ITT

Respondents to the telephone survey were asked to give their reasons for leaving, or delaying completion of, their training course. The results are given in Tables 8.8 and 8.9, respectively. The reasons respondents gave for their decisions reflect interesting differences between those who deferred and those who withdrew.[237]

Table 8.8: What would you say were the reasons underlying your decision to leave your training course before completing it?

	Frequencies	Valid per cent (actual)	Valid per cent (weighted)
Could not manage the workload	29	22%	21%
Changed mind about teaching as a career	26	19%	21%
Did not feel was getting appropriate support	20	15%	15%
Was not enjoying the school placements	16	12%	13%
Family reasons/commitments	13	10%	9%
Ill-health	11	8%	8%
Poor behaviour	11	8%	8%
Was not enjoying the teaching	11	8%	8%
Was not enjoying the training	11	8%	10%
Did not have a realistic idea of the demands of training/teaching before starting the course	10	7%	7%
Found teaching too difficult	8	6%	7%
Found training too difficult	7	5%	5%
Decided to move onto a different course	4	3%	2%
Decided to move into another career	3	2%	3%
Financial difficulties	3	2%	2%
Prefer not to say	3	2%	2%
Was advised to leave by training provider	3	2%	2%

No. of cases=135. More than one response could be given.

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[236]Chi-square=49.67, df=12. p<0.001.
[237]It should be noted that, here and in subsequent sections, analyses *include* those following undergraduate routes who deferred or withdrew from ITT in their final year only, and is therefore unable to shed any light on the motives of those who deferred or withdrew from such programmes earlier in their ITT.

<u>Table 8.9</u>: What would you say were the reasons underlying your decision to delay completing your training course?

	Frequencies	Valid per cent (actual)	Valid per cent (weighted)
Family reasons/commitments	13	29%	31%
Ill-health	12	27%	28%
Don't know	5	11%	8%
Other	5	11%	8%
Could not manage the workload	4	9%	10%
Poor grades/failed course	3	7%	8%
Did not feel was getting appropriate support	2	4%	5%
Financial difficulties	2	4%	3%

No. of cases=45. More than one response could be given.

Of those who withdrew from their training courses the main reasons given were their inability to manage the workload (22% actual, 21% weighted), a change of mind regarding teaching as a career (19% actual, 21% weighted), a lack of provision of appropriate support (15%) and their non-enjoyment of the school placement (12% actual, 13% weighted). In contrast, student teachers who had deferred completion of their ITT attributed their decision predominantly to family reasons / commitments (29% actual, 31% weighted) and ill health (27% actual, 28% weighted).

No statistically significant differences were found between the responses of primary and secondary trainees, or between the responses of those following different ITT routes, regarding their reasons for withdrawing from or deferring completion of their ITT.[238]

Whilst the number of student teachers within the case study sample who withdrew from, or deferred completion of, their ITT is small,[239] these data provide additional evidence of the range of factors which could result in withdrawal or deferral, and of the complexity of such a process. Most notably, no single reason was given by any of these interviewees for their decision; rather they report a series of events which compounded what appear to have been difficult experiences. Having said this, several key areas can be identified as the loci of such difficulties. These involved:

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[238]In this case the lack of statistically significant findings is unsurprising given the small sample size.

[239]Three case study participants withdrew from, and three deferred completion of, their ITT. Of these, two were men (both of whom deferred completing their ITT) and four were women. Half of those trainees who withdrew or deferred completion of their ITT were following university-administered PGCE programmes (one deferral and two withdrawals). Of the remainder, one was following a BEd programme (deferral), one a Flexible PGCE programme (withdrawal) and one a SCITT programme (withdrawal). The majority (5 of these trainees) had been training to teach in secondary schools.

- issues arising from participants' expectations of teaching as a profession;
- issues surrounding trainees' experiences in-schools;
- issues relating to course structure;
- student teachers perceiving that they received little, or inappropriate, support during their ITT; and
- trainees' personal difficulties.

We briefly explore each of these factors in turn, whilst recognising that, for the individuals concerned, they were often experiencing more than one of these factors at the same time.

8.3.1 Expectations of teaching as a profession

The data reveal a mismatch between what trainees expected teaching to be and the reality. These expectations tended to be informed by their memories (arguably rose-tinted) of their own schooldays or in some cases by observation in a school before the course started, whilst the reality was found to be much more demanding and included elements unknown to them. For example, one trainee recalled that:

> I was working possibly harder than I had ever worked, ever, and at that point the realisation that this was not a job which would lend itself easily to a work/life balance became evident… I think the realisation came to me that I was studying for a qualification that would allow me to do a job where I had very little respect, I would be taking a huge drop in salary and yet I was actually working harder than I would work in another profession. (*Female, 45-plus, Flexible PGCE, secondary, science*)

All but one of the six trainees indicated that, during the early stages of their ITT, they became aware that teaching is more challenging and complex than they may first have thought:

> I wasn't really aware until this course how much goes on within schools. I think every parent should go in and see what a teacher does. I think they think we are child minders. (*Female, 40-44, SCITT, primary*)

What some trainees regarded as the 'burden of bureaucracy' also came as a shock to some:

I didn't realise there was so much pre-planning… I didn't realise how much paperwork was involved… What I've seen is that a lot of the teachers are so busy with their paperwork, it's left to the assistant to do the actual teaching. (*Female, 40-44, SCITT, primary*)

In addition, all three student teachers who withdrew from ITT had mentioned anticipating that they would be able to combine teaching as a career with raising a family, an expectation which did not meet with the reality of their training:

I do have three small children and that did have an impact in my choice because you sort of imagine that a career in teaching will fit in with family life more conveniently… It's just so hard, it's such hard work to actually be a really good teacher [it] has taken a toll on my family. (*Female, 45-plus, Flexible PGCE, secondary, science*)

Interestingly, in spite of the apparent 'surprises of teaching' brought home by their experiences of ITT, all six of these case study participants mentioned having previous experiences in schools prior to starting their training programmes. Survey data too show that whilst seven per cent of all those withdrawing from ITT stated that they 'did not have a realistic idea of the demands of training/teaching before starting the course', those who had prior paid experience in schools or Further Education (as teaching assistants, for example) were not less likely to give this response.[240]

8.3.2 School-based experiences

Interview data suggest that school was the context where these student teachers felt most pressure, and that it was here that the 'expectations versus reality' mismatch described above appears most marked.

One school-based issue which all six interviewees mentioned was workload, which most of these trainees reported to have found extremely demanding. They indicated that lesson planning was very time consuming, which on some occasions saw trainees working into the early hours:

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[240]In fact, nine per cent of those who reported in the 'Wave 1' survey that they had prior experience of working in schools (see footnote 227, p.28), compared to six per cent who reported at 'Wave 1' that they had not had such prior experience, reported in 'Wave 2' that they 'did not have a realistic idea of the demands of training / teaching before the start of the course'. The findings were not statistically significant (Chi-square=0.40; df=1; p=0.527), but might be regarded as educationally significant. This is consistent with the findings reported in Section 8.2 above, namely that those with prior work experience in schools were not less likely to withdraw from ITT.

I love working with the kids, it is superb, but it is all the extra stuff, all the hassle. I can't be doing with it. I would rather have a boring nine to five job, I would hate it, but I would prefer that to having to work 70-80 hours a week, which is what I have been doing. Something has to give. (*Female, 20-24, PGCE, secondary, PE*)

It suddenly hits you halfway through the first block, you are not going to be as good a teacher as you thought you were going to be, because there is so much to do… And it just isn't doable, and it gets really demoralising. (*Male, 40-44, PGCE, secondary, maths*)

Within this context case study participants who either delayed or left their ITT reported that they had also experienced difficulties with:

- school-based mentors;
- other school-based staff; and / or
- the type of school / range of schools they were placed in.

In relation to reported difficulties with school-based mentors, problems could be caused purely through a mentor's lack of availability, for example, because of a lack of synergy between the trainee's and the mentor's timetable:

[B]asically my mentor is an Advanced Skills Teacher, so he doesn't work Wednesdays. So there was a few weeks' before I actually met the children that I was going to be teaching… the idea was that we would start to take shared lessons in the school. That didn't happen in my school, instead of doing shared lessons I did one or two, I think it was two 20 minute slots. (…)[241]

We missed a lot of mentor sessions as well at school B, which didn't help. (…)

Other case study trainees reported more fundamental problems with their relationships with their mentors, with one trainee feeling 'oppressed' by what he saw as a relentless torrent of criticism:

[I]t was a really oppressive atmosphere in the school, off my actual mentor… I got nothing but criticism and pressure from her from day one. She was criticising everything I did… I mean we had been doing a lot on the course on the power of positive feedback… and I got none whatsoever. (…)

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[241]Here, and in some other places in this chapter, we have chosen not to include further biographical details on individual trainees in order to ensure non-traceability.

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A change of mentor, for example because of illness, could also be disconcerting. This was especially true for one case study trainee who felt that none of the other colleagues in her school-based placement were willing to take on this role and that the training provider did not give her sufficient support. As she explained, this did little to enhance her confidence or feel that the scaffolding around her was secure or even present:

> My mentor left at Christmas and the other two female staff didn't want to take it on and we didn't get on very well, and my confidence went right down. And it has taken me a long time to get up from that because the college were pretty useless in supporting me. (…)

Two trainees (one of whom subsequently withdrew from, and one of whom deferred completion of, their ITT) were unhappy with the particular schools in which they were placed. One of these had wanted more interaction with pupils than she felt was possible in that school and which she felt she would have obtained in a school with more 'challenging' pupils:

> [I was interested in] actually imparting knowledge to young people… and also the pastoral side as well, because teachers are the focus of children as they see children more often than what the parents do… The school I am at is very high academic achieving… and it's a lovely school but the children don't need you. So there is very little opportunity for interaction. (*Female, 25-29, PGCE, secondary, RE*)

> I didn't get on with the school that I was put in and I didn't have, it wasn't the right sort of place for me. In terms of what was there, it was pretty poor. (*Male, 40-44, PGCE, secondary, maths*)

8.3.3 Course content and structure

The majority of case study trainees who withdrew from or deferred completion of their ITT (5 out of the 6) expressed some concern about the content and / or structure of their ITT programmes. Some demonstrated a perception of the irrelevance of HEI-based input, or a failure to make a link between HEI- and school-based experiences:

> I have found that most of the stuff I have done at HEI has been irrelevant, to be honest… I found they gave very limited practical advice on what to actually do in the classroom… The Professional Studies [course] seems to be completely irrelevant. (*Female, 20-24, PGCE, secondary, PE*)

I haven't seen the relevance of all the things we were doing with the university… the teachers in the schools would say 'oh, you don't want to take any notice of all that theory, you just get on with it all'… I mean they pooh-poohed a lot of the theory and… the assignment I was doing, in the university, I thought it was quite, it was OK, it was a fair view, but it perpetuated the 'you don't need all that theory' sort of thing, 'don't pay any attention'. (*Male, 40-44, PGCE, secondary, maths*)

Such perceptions of the irrelevance of a lack of links between HEI-based and school-based experiences or of the irrelevance of HEI-based activities could be compounded by the sequencing of such activities or through trainees' prior conceptions of what ITT should involve, in addition to the lack of appreciation or support for such work at least occasionally found amongst school-based 'partners' as suggested above.

There wasn't much follow-through, so you couldn't learn something on a Tuesday and put it into practice on a Wednesday, in that sense it just didn't work that way. It might have done in some schools but it certainly didn't in mine. (*Female, 25-29, PGCE, secondary, RE*)

I thought there would be far more on how to actually write your lesson plans, actually get the subject across, teaching strategies… But this course hasn't really addressed them nearly as much as they should have. (*Male, 30-34, BEd, secondary, ICT*)

Some interviewees indicated that schools had not carried out activities which had been programmed by their HEI, such as shared teaching and weekly professional studies meetings. When one case study trainee informed her HEI about this she felt that little was done about the problem:

My first placement I had one professional studies meeting and we were supposed to have one every week. I flagged this up to [the university] on three or four occasions and they did very little about it. (…)

The same interviewee also perceived inconsistencies in feedback in relation to her teaching, leading to poor relations between her HEI and placement school:

[H]e (*HEI tutor*) didn't think the observations that the teachers were giving me were accurate because he said that the school had got a reputation of being too lenient on the trainees which had my mentor absolutely furious. (…)

8.3.4 Support

The majority of the case study trainees who deferred completion of, or withdrew from, their ITT (5 out of the 6) felt let down by support mechanisms once they encountered difficulties within their ITT programmes:

> I would imagine that if they have got a student at risk of failing they should put some sort of strategies in place to prevent that student from failing or at least try and give them some kind of assistance or guidance, and I got nothing whatsoever. (*Male, 30-34, BEd, secondary, ICT*)

> I would have liked my tutor to have actually listened to me… she didn't really take it as seriously as she should have done. (…)

When support was forthcoming, it did not always take the form which the student felt s/he required, with three trainees feeling that they were being blamed for any difficulties they found themselves in:

> When I was having problems with my first school, he [HEI-based tutor] said, 'Well it is obviously a personality clash and other people have had perfectly successful practices there,' which was blaming me, which was the last thing I needed. (*Female, 20-24, PGCE, secondary, PE*)

> I just kept getting told that this mentor was the best mentor they have got… so I think that doesn't help me. (*Male, 30-34, BEd, secondary, ICT*)

In addition to feeling that inappropriate or no support had been offered to them by ITT programme personnel, three interviewees admitted to being reluctant to approach programme personnel to ask for advice. For one interviewee this was due to an awareness of how busy programme personnel often (especially school-based mentors) are, and for another, to being used to a previous work-culture where such a course of action was deemed unusual:

> They're busy, every teacher's busy, and to have a new student in it takes a lot and sometimes I felt they didn't give me enough time but I did realise they're busy people as well. (*Female, 40-44, SCITT, primary*)

> I think, with working in industry previously, if there is a problem, you tend to get on with it, don't you, you don't just run back to your tutor and say I really can't cope and in retrospect I should have done… At the time when I couldn't really cope, it was too late for me personally to rectify the situation… And when it gets to that stage the only way to go really is to say I am not cut out for this. (*Female, 25-29, PGCE, secondary, RE*)

Finally, one trainee talked about the importance of student teachers forming their own support networks, a strategy which in his experience was easily neglected in the context of high workloads and geographical displacement whilst on school placements:

> [W]e didn't as a group get together… I went into university last week, and they [other students] were saying the same things, that they should have got together more because they were feeling bad, but not until I told everybody did I get e-mails back saying, yes, I've been having some trouble, I've been on anti-depressants, and you wouldn't know that they had been in trouble and we haven't been helping each other. We haven't built up enough of a support group. (*Male, 40-44, PGCE, secondary, maths*)

8.3.5 Personal circumstances

Those case study trainees who withdrew from or deferred completion of their ITT all indicated that their personal lives had an impact on their ITT and that this could be something of a mixed blessing. On the one hand, family responsibilities can help trainees maintain some perspective on the place of training within their lives. On the other hand, this can simply add to their guilt if, as all six of these interviewees appear to have done, they put their loved ones to one side for the period of training in order to be able to deal with the pressures of their course. This sample of interviewees indicate that, in this way, a vicious circle can occur as those who have formerly enjoyed a wide range of interests outside of work and / or study have found these interests reduced, or eradicated, by the all-encompassing nature of teaching:

> I am not doing as much exercise… and I am already becoming unfit and unhealthy and ill... I think it might have made me a bit more grumpy at home… My eldest does tell me not to get into teacher mode… I need to be able to stop, to turn it off, so that is good of her to do that… At the moment it is taking up way too much of my life. It has got too big an impact on my life, or what I want my life to be. (…)

> [I find it] very, very, very stressful. No time for a social life… I wish that I could relax but I can't. …I'm now suffering from breathlessness at night… I don't think any other job has so much pressure on them to prove themselves all the time. (…)

> I did want to do teaching because that's what I wanted to do for myself, personally but when I saw what was happening to my family life, I thought, there's something wrong here, and I do think teachers should have not so much paperwork, 'cause they can go on at night until 11/12pm and they're in school at 8am and I think it's ridiculous. I mean they say work-life balance… (*Female, 40-44, SCITT, primary*)

Some interviewees appear to find themselves on the 'hamster's wheel' which they perceive as 'teaching', which in some cases led to despair and even panic attacks:

> I'm getting up at six o'clock in the morning, coming here [to university] or going to school, getting back at six or seven at night, working until I go to bed, working on a weekend. My boyfriend's not so impressed. (…)

> I felt myself having panic attacks. I found that I couldn't, I stopped planning lessons. I stopped writing anything down. (…)

> I was trying to plan my lessons for the New Year and basically couldn't do it. I went… and sat in a café all on my own... and I just sat there for an hour and a half and couldn't even plan one year seven lesson... And when it gets to that stage the only way to go really is to say I am not cut out for this. (…)

A common theme to five of the interviews was that once problems were encountered, the resulting impact on confidence levels could cause a downward spiral:

> When I am at school I feel OK, and then when the teachers come in and say, actually it's not good enough, then I feel, that it is not good at all, it is all up in the air, you know. (*Female, 20-24, PGCE, secondary, PE*)

> I felt that I wasn't a good teacher, my tutor didn't agree with me on that… [but] I didn't believe that I was and once you start to believe that you can't do it, it becomes more difficult. (*Female, 25-29, PGCE, secondary, RE*)

8.4 What factors might have helped those who withdrew to complete their ITT?

Student teachers in the telephone survey who reported not completing their ITT were asked what factors would have helped them to complete their ITT (Table 8.10).

Eleven per cent of trainees who had withdrawn from their course (14% weighted) claimed that nothing would have changed their minds, the fourth most common answer reported. Support from various sources is the major factor which trainees withdrawing from their ITT programmes identified as a possible key to their completing their course, with **support from the ITT provider (19%) and school mentor(s) (19%) being the two most commonly reported.** In addition, had trainees been provided with what they perceived as a more manageable workload (17%), this may also have helped them to complete their ITT.

Table 8.10: What would you say were the factors, if any, which would have helped you to complete your training course?

	Frequencies	Valid per cent (actual)	Valid per cent (weighted)
More support from ITT provider	26	19%	19%
More support from school mentor(s)	25	19%	19%
More manageable workload	23	17%	17%
None/nothing	15	11%	14%
Don't know	12	9%	9%
Other (please specify)	12	9%	8%
Placement at different schools(s)	12	9%	7%
More training *in-school*	9	7%	7%
More flexibility in the programme to accommodate other commitments (e.g. childcare, care for elderly relatives, relatives in poor health, etc.)	8	6%	6%
Better respect/discipline of the pupils	7	5%	6%
Changes in the education system	5	4%	3%
(More) financial assistance	5	4%	4%
More support in general	5	4%	3%

No. of cases=135. More than one response could be given.

8.5 With whom did withdrawers discuss their decision to leave ITT?

Those who withdrew from ITT were also asked to state with whom they had discussed withdrawing from their ITT programmes. The results are given in Table 8.11.

Table 8.11: With whom, if anyone, did you discuss your intention to leave your training course, prior to leaving?

	Frequencies	Valid per cent (actual)	Valid per cent (weighted)
Course leader	47	35%	34%
School mentor	42	31%	32%
Personal tutor	38	28%	30%
Members of my family (including partner/wife/husband)	35	26%	26%
Subject tutor	34	25%	30%
Friends	14	10%	11%
Other teachers in school	12	9%	8%
Fellow students/trainees	11	8%	6%
No one/did not discuss intention to leave with anyone	9	6%	7%

No. of cases=135. More than one response could be given.

The ITT course leader and school-based mentor were identified as the most

likely people with whom trainees had discussed their decision to withdraw

from ITT. Other representatives of ITT provision, the personal tutor and the subject tutor, were also strongly identified targets for discussion, as well as members of the family.

As seen in Table 8.11, nine out of the 135 students (6% actual, 7% weighted) who withdrew did not discuss their decision to do so with anyone. When asked why they did not discuss it with anyone, the following reasons were given:

- I had no choice but to leave because of other commitments (1);
- I had not found the advice/guidance of others helpful in the past (1);
- I knew teaching was definitely not the career for me (1);
- Nothing anyone said would have helped (1); and
- It was a private matter/no-one else's business (1).[242]

8.6 Would those withdrawing from ITT return to ITT in the future?

Those survey respondents who had withdrawn from ITT were also asked if they would return to ITT in the future and, if so, whether they would follow the same route again. The results are given in Tables 8.11 and 8.12, respectively.

The data show that **two-thirds (62%) of leavers reported that they did not anticipate returning to ITT in the future,** whilst nearly a third (30%) reported that they did anticipate returning to ITT in the future (see Table 8.12). Of the 41 student teachers who did anticipate returning to ITT, over half (24) did not anticipate following the same ITT pathway (Table 8.13), and a third of this latter group (8) reported that they would be most likely to follow a university PGCE in the future (Table 8.14). The most frequently cited reason for choosing to follow a different ITT pathway in the future was that they would '*Want a route which provides more flexibility in the programme to accommodate other commitments*' (given by nine out of the 24 respondents) (Table 8.15).

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[242]Only five of the nine student teachers who reported that they did not discuss their decision to withdraw from ITT with anyone gave an explanation for this.

Table 8.12: Currently, do you anticipate returning to ITT in the future?

	Frequencies	Valid per cent (actual)	Valid per cent (weighted)
Yes	41	30%	30%
No	84	62%	62%
Don't know/undecided	10	7%	8%

No. of cases=135. Percentages may not sum to 100 due to rounding.

Table 8.13: Currently, do you anticipate following the same teacher training route when you return to ITT in the future?

	Frequencies	Valid per cent (actual)	Valid per cent (weighted)
Yes	12	29%	33%
No	24	59%	55%
Don't know/undecided	5	12%	13%

No. of cases=41. Percentages may not sum to 100 due to rounding.

Table 8.14: Which route would you be most likely to follow in the future?

	Frequencies
PGCE	8
GRTP	5
BEd	1
Flexible PGCE	1
SCITT	1
BA/BSc QTS	-
Other	5
Don't know	2

No. of cases=23.

Table 8.15: Why do you say that?

	Frequencies
Want a route which provides more flexibility in the programme to accommodate other commitments	9
Want a route with a more manageable workload	6
Want a route which provides more in-school training	3
Other	7
Don't know	1

No. of cases=24.

8.7 Reasons why some student teachers did not intend to take up a teaching post on completion of ITT

As indicated in Chapter 7, of those survey strand respondents who completed their ITT, 97 per cent indicated that they intended to take up a teaching post on

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completion of their programme. However, two per cent (62) stated that they did not intend to enter teaching on gaining QTS status.[243] Table 8.16 shows the breakdown by route of those who decided not to enter teaching on completion of their ITT programmes.

Table 8.16: Those who decided not to enter teaching on completion of their ITT by route

	Not enter teaching		
	No. of cases	Per cent (%)	
		of those not entering teaching	of total within route
BEd	**4**	7	2
BA/BSc QTS	**19**	31	2
PGCE	**26**	42	3
Flexible PGCE	**4**	7	4
SCITT	**3**	5	1
GRTP	**6**	10	1
Total	**62**	100	2

Those student teachers who had decided not to take up a teaching post were asked about the reasons for this decision. The most frequently given responses are listed below:

- Family reasons/commitments (16)
- Want to take a break before getting a teaching post (12)
- Changed mind about teaching as a career (5)
- Did not think I could manage the workload (5).

When asked what they were planning to do instead the most frequently given responses were:

- A career outside of education (12)
- Taking time out to travel (12)
- A job in education, but not teaching (e.g. LA post) (7).

Finally, and perhaps reassuringly for some, of the 62 survey strand participants who did not intend to take up a teaching post on completion of their ITT, three-quarters (47) did state their intention to take up a teaching post in the future, and almost half of these (26) anticipated doing so within a year of gaining QTS.

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[243]With the exception of those participants who delayed completion of their ITT programme or withdrew from ITT, all case study participants intended to take up a teaching post on completion of their ITT.

8.8 Discussion and Implications

The overwhelming majority of participants in this study completed their ITT successfully and intended to enter the teaching profession. However, as we have seen in previous chapters, many trainees found their course very demanding and referred to elements of luck, particularly in school placements and allocated mentors.

Findings reported in this chapter demonstrate that many trainees who decide to withdraw from their courses find ITT extremely tough, both emotionally and physically. The issues of 'support' and 'workload' were raised in questions on what might have helped trainees complete their ITT, as well as on the reasons for their decisions to withdraw. There are clear implications here for **providers** and **programme personnel** to continue or renew efforts in providing responsive support, which in turn requires a detailed tracking of individual trainees' concerns and emotional states, as well as the ability and willingness to engage in appropriate remedial strategies. The issue of workload might also have some implications for programme **providers** to ensure that the demands of their programmes are clearly specified at the application stage. In addition, whilst a range of pathways into teaching (of varying lengths) are currently available, findings reported in this and earlier chapters (and in Chapter 9 below) regarding the very intensive nature of the shorter routes suggest that, whilst it would have resource implications, consideration might be given at the **policy** and **provider** levels to the possibility of extending the length of such programmes.

For many of those trainees who decided to withdraw from or defer completion of their programmes, the data reveal that the reality of neither the teaching profession, nor of the training, met their expectations, and that both were more demanding than they had thought. It is possible that such trainees might have chosen an inappropriate course, or were unsuitable candidates for the teaching profession, or that the provision of support was lacking (as reported differences between ITT providers indicate might be the case). There are, nonetheless, implications that require that everything possible be done to ensure that applicants are as fully aware as possible of the demands of both initial teacher training and the profession. Findings reported above suggest, however, that ensuring that trainees have prior experience in schools is not necessarily sufficient in ensuring that they come to have realistic expectations of the profession. We should also recognise that, to

some extent, it is perhaps inevitable that people can never truly know what it is like to undertake ITT and to be a teacher until they are actually engaged in undertaking ITT and becoming teachers. Other findings reported in this chapter suggest additional criteria which may prove helpful in this regard, namely those findings which show that *higher* proportions of trainees withdrawing from (as opposed to completing) their ITT courses had relatively *lower* levels of initial commitment to the profession and were *more likely* to have given instrumental reasons for undertaking ITT.

9 The views of ITT Programme Personnel on ITT provision

Key Findings

- Considerations mentioned by programme personnel interviewees (without prompting) as factors shaping their courses included: external prescription (26 out of 46); institutional 'history' (15); the need to ensure that their trainees would be able to 'survive' in schools (15) and to produce 'lifelong learners' (14); the concept of partnership (12); and the (limited) resources available to them (7). Following specific prompting by the interviewer, over half of interviewees indicated that their programme had an underpinning theoretical framework (25), many of whom (11) indicated that this was based upon a 'reflective practitioner' model of teaching or teacher education.

- Qualities and capabilities mentioned by the highest number of programme personnel as desirable goals for student teachers on their ITT programmes included: a high level of subject knowledge (13 out of 46); a belief in child-focused teaching (11); competence in classroom management (11); enthusiasm/motivation (6); and professionalism (6).

- A third of programme personnel (15 out of 46) talked about the existence of flexibility within ITT programmes to take account of differences between individual trainees.

- In referring to the relationship between different elements of their ITT programmes, programme personnel interviewees suggested that authentic classroom and school settings provide the location in which trainees can connect 'theory' and 'practice'.

- Time away from the classroom was perceived to be valuable in that it: provides student teachers with time to reflect on classroom experiences; provides them with additional sources of support; allows time to address any 'gaps' in trainees' school-based experiences; and provides trainees with additional opportunities to share experiences.

- A third of programme personnel (14 out of 46) discussed difficulties in finding schools willing (and able) to take on student teachers, and some programme leaders and subject tutors highlighted problems of variation in the quality of mentors and high turnover of mentors, resulting in a lack of continuity.

- The 15 mentor interviewees identified five main roles of school-based mentors, namely those of: 'practical advisor', provider of constructive advice, role model, provider of support, and assessor.

- Pressures of time and workload were cited by (21 out of 46) programme personnel as constraints on ITT provision.

9.1 Introduction

Previous chapters have examined student teachers' perspectives on their ITT. As indicated in Chapter 2, interviews were also conducted with ITT programme personnel associated with the programmes followed by case study trainees. Forty-six interviews were conducted in total: 18 with programme leaders, 13 with subject- and / or age-specialist tutors, and 15 with school-based mentors. This chapter focuses on the perspectives of ITT programme personnel on a number of issues relating to student teachers' experiences of ITT:

(1) Factors shaping existing ITT provision
(2) The overall aims of ITT
(3) The (QTS) Standards
(4) ITT Course content
(5) Teaching methods in ITT
(6) Schools and Partnership arrangements
(7) School-based mentor's roles and activities
(8) Constraints on ITT provision
(9) The effectiveness of different ITT routes
(10) Retention in ITT.

9.2 Factors shaping existing ITT provision

Programme personnel were asked to talk about the factors that had shaped their ITT programmes. Six considerations were each mentioned as factors shaping their courses by seven or more of the 46 interviewees, and these are listed below (in order of the highest number of interviewees referring to each consideration), together with illustrative quotations.

(1) **The individual factor referred to by the highest number of interviewees (26 out of 46) as shaping ITT courses was** *external prescription*, notably from government, the TTA and / or Ofsted.

> [T]he course responds very much to current demands from the TTA, guidance from other ruling bodies, Ofsted requirements of course, so we are constantly trying to respond to directives and incentives that are put in place. (*Subject tutor, SCITT*)

Well obviously we are governed by Qualifying to Teach which our one-year PGCE students have to have 120 days in school, the whole programme is based around that. (*Programme Leader, BA QTS*)

Only one interviewee directly expressed some feeling of resentment regarding such external prescription and the way in which it could hamper other objectives of their ITT programme:

I think that's probably one of the biggest areas of challenge is always realising that we need to be successful externally and one of the very clear indicators is to be successful at inspection. We have got better at doing that if we want to survive, grow and everything else. But yes, I think it's one of the team's frustrations sometimes that maybe we've become so driven by all that… it's quite hard to take stock and think about our core principles and what is our rationale for what we are doing. (*Programme Leader, BA QTS*)

Of the interviewees who mentioned external prescription on course design in this context, 15 specifically referred to the QTS Standards, over half of whom were programme leaders (9). We return to this subject in Section 9.4 below.

(2) **Fifteen interviewees suggested that the ITT programme with which they were associated 'was like it was' partly as a result of institutional 'history' or of the influence of key individuals within those institutions.** In some respects these data suggest an element of inertia, although in at least one case there was an example of a course evolving gradually over time:

I'm sure colleagues won't mind me saying that the expertise of people here are within subjects. They have a history, we have a geography, straddled to their own expertise and… [the] course was put together in that way. (*Subject Tutor, BA QTS*)

Well it's one of those things that has evolved. It came from what was wrong with previous programmes. (*Subject Tutor, BA QTS*)

(3) **Twelve interviewees indicated that a key factor in shaping their ITT provision was a belief in the concept of 'partnership'**:

The schools grow [in number] as they hear about the programme… I would invite them to become involved in particular areas, for example to join the management group, become involved in shortlisting, to become involved in interviewing, and hopefully through that they are gaining knowledge about the programme as well. (*Programme Leader, GTP*)

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[T]he schools take a very much more leading role than in most SCITTs. They're very actively involved, there's a strong mentoring structure with committees that involve all of the teachers and the head teachers and you'll see them much more actively involved. They are often… a very close relationship. (*Programme Leader, SCITT*)

(4) Many interviewees stated that their courses were shaped, at least in part, by the need to achieve certain learning outcomes in their student teachers, or by a desire to ensure that their trainees developed certain skills. More specifically, **15 interviewees stated that their courses were designed on the basis of a need to equip trainees and / or NQTs with the skills to becoming effective practitioners, to 'cope' or 'survive' in schools**:

It's to achieve somebody who is a professional, who is a competent performer and is able to do a sound, good job when they start their first year of teaching with the capacity to improve. (*Mentor, Flexible PGCE*)

We feel that… they're getting enough information so their induction year they can hit the ground running and they are off to be teachers, so that's why we've designed it that way. (*Programme Leader, BA QTS*)

Fourteen interviewees spoke of the need to develop 'lifelong learners':

We want our trainees to recognise that they are at the start of their professional development. So we want our trainees to be able to continually look for professional development, all the way through the course and beyond. (*Programme Leader, BA QTS*)

The course should produce someone who can look at what they're doing and say 'yes, that's a weakness, I'll work on that and improve' and if we do that then we're going to generate some good teachers who will probably constantly improve so that's the key thing to a programme I think. (*Subject Tutor, SCITT*)

(5) When asked why the ITT courses that they were involved with were the way they were, only 11 interviewees mentioned (without further prompting) that this was partly as a result of an underpinning theoretical outlook or framework. When specifically prompted on whether or not there was an underlying course philosophy, a further 14 interviewees indicated that there *was* a generic course philosophy. Of the **25 interviewees** who **stated** (with or without prompting) **that there was a generic course philosophy, 11 of these indicated that this was based upon a 'reflective practitioner' model of teaching or teacher education**:

They have got to be reflective. They have got to be good reflective practitioners and to recognise that they are at the start of their professional development. So we want our trainees to be able to continually look for professional development, all the way through the course and beyond. (*Programme Leader, BA QTS*)

Looking at it philosophically, the underpinning of the programme and what we wanted to do is create reflective practitioners. (*Programme Leader, PGCE*)

(6) Finally, **seven interviewees stated that their courses were 'as they were' partly because of the (limited) resources available to them**, including financial considerations and time:

The trainees tend to want potentially more support than we give them. Some talk about the taught sessions saying they want more but the money generally isn't there. We put on basically what we can. (*Programme Leader, GTRP*)

Variation between HEI- and school-based personnel, across ITT routes, and within individual providers

Whilst we should be wary of generalising due to the small numbers of interviewees involved, we examined differences between the explanations for course design offered by different groups of programme personnel.

Differing explanations for course design between programme personnel based in schools and HEIs

The responses of the 23 HEI-based interviewees and the 18 school-based interviewees were compared, and in a number of areas were found to differ.

In regard to influences on course design, it was found, for example, that a higher proportion of HEI-based personnel mentioned the influence of external prescriptions on course design (18) than did those based in schools (5). Within that, only two school-based personnel mentioned the Standards compared with 14 of those based in HEIs. In addition, over half of HEI-based interviewees mentioned a general course philosophy (14) compared with less than a third of school-based interviewees (5).

In terms of the learning outcomes of ITT programmes, proportionately more HEI-based interviewees indicated that their courses were designed to develop 'lifelong learners' (7) than to equip trainees and / or NQTs with the skills to become effective practitioners, to

'cope' or 'survive' in schools (5), whilst the reverse was true of school-based interviewees (3 and 4 respondents, respectively). Finally, seven HEI-based interviewees stated that the concept of partnership was an important factor in shaping their ITT provision compared with only two of those based in schools.

As for the involvement of the various personnel in shaping the course, a small number of HEI-based personnel (2) explicitly stated that their courses were developed 'in partnership' with schools:

> [I]t's built in that way so that we're working in very, very close partnership… every student has responsibility for their own learning but they are to be supported by us in the university, and by schools so its that three-pronged approach how we can all work together so that they are becoming the best teachers that they are able to be. (*Programme Leader, BA QTS*)

In general, however, the data suggest that, in HEI-school 'partnerships', course structure and design continues to be largely controlled by the HEI, and that HEIs' view of 'partnership' appears to be focused on consultation rather than 'hands on' involvement:

> We built up a model and presented it to schools, explained why we were doing it that way and then sort of took their advice on shaping it. (*Programme Leader, PGCE*)

Differing explanations for course design according to the ITT route programme personnel were associated with
All of those involved in BEd programmes (3 out of 3) and over half of those involved in BA/BSc QTS (7 out of 10), PGCE (7 out of 12) and SCITT (5 out of 9) programmes indicated that their programmes had an '*underpinning theoretical framework*', compared with only a quarter of those involved with GRTP (2 out of 8) and Flexible PGCE courses (1 out of 4).

In terms of target learning outcomes, a higher proportion of programme personnel interviewed for their roles on PGCE programmes indicated that their programmes were designed to produce teachers who could 'cope' in the classroom (4) than be imbued with the principle of lifelong learning (1). The reverse was true of those interviewed for their roles on BA/BSc QTS programmes; four indicated the need to develop lifelong learners compared with only two who referred to the need to equip student teachers with the basic skills to survive in the classroom.

Understandably, institutional history was mentioned by proportionately more of those involved in the undergraduate (6) and PGCE (4) routes than those involved in the newer SCITT (3), GRTP (1) and Flexible PGCE (1) routes.

Views of programme personnel within particular ITT providers: variation or coherence?

At nine providers two or more programme personnel were interviewed. Within these providers, if two (or more) programme personnel advanced similar views on the factors influencing course design, this was judged to indicate a level of shared understanding at programme level. Findings which illuminate the presence (or potential lack) of shared understandings within these providers, include:

The need for 'partnership'

At least one interviewee from seven out of these nine providers, mentioned partnership as a factor shaping course design. Within this, two interviewees at three ITT providers did so (out of a potential 4, 3, and 7 interviewees respectively). There is, however, no discernable pattern to the roles these interviewees held, the route they were involved in, or additional shared understandings of factors influencing course design.

Theoretical framework / aims: developing reflective practitioners

Two programme personnel at each of four ITT providers (two providing PGCE programmes, one a GRTP and one a BA/BSc QTS), indicated that their ITT programme was underpinned by a reflective practitioner model of teaching or teacher education. Thus, in five of the nine providers studied for these analyses, there appeared to be no shared understanding of whether a theoretical framework underpinned their ITT programme or, if so, of what such a framework involved.

Aims: trainees' abilities to survive or cope in the classroom

Programme personnel at four institutions showed a shared understanding of the perceived need to equip student teachers with basic skills to cope in the classroom. Amongst these, mentors (5 out of 9 interviewees) were the predominant role-group.

Aims: developing lifelong learners

With respect to the target of developing lifelong learners, only at one ITT provider did two programme personnel (the programme leader and one of two subject tutors interviewed on an undergraduate programme), reveal a shared understanding that the programme was designed to develop lifelong learners.

Caution is needed in interpreting these findings because of the small sample (as well as because the interview situation may not have revealed all views, particularly not those more implicitly held). However, data do suggest limited shared understanding between programme personnel within particular providers, of factors influencing course design.

9.3 The aims of ITT

As indicated above, whilst discussing the factors which influenced ITT course design, programme personnel also gave some indication of the type of teachers they felt should be 'produced'. In particular they discussed the teacher as;

- someone who is able to 'cope' in the classroom (15);
- a lifelong learner (14); and
- a reflective practitioner (11).

Such views appear to relate to these teacher educators' perceptions of the nature of teaching and the teaching profession. Interviewees spoke about teaching and the teaching profession in terms, for example, of it being a challenging, ever-changing job with a high attrition rate.[244] The following extracts are illustrative:

> They [head teachers] want people who can hit the ground running… it was also about recruitment and retention because… once NQTs go into some of our schools they spend a year there and say I'm not doing this… We want to train teachers for [local] schools. We believe people leave the profession because they don't know how to teach, they're not taught how to teach. They are given an opportunity to teach but they're not taught how to be a teacher. (*Programme Leader, SCITT*)
>
> I think … we are looking for people who are reflective which therefore, will link into CPD [Continuing Professional Development] and their needs to sustain an

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[244]This issue of retention is discussed further in Section 9.11 below.

interest in teaching over the next 10, 20, 40 years basically. (*Programme Leader, PGCE*)

A further six programme personnel discussed the need for teachers who were committed to the profession:

> To produce teachers who are very good, who know the process, who understand children and are prepared to work hard to give the children what they need. At the end of the day it's not a nine to five job, it's a very committed type of job (*Mentor, SCITT*)

As seen in Chapter 6, when asked about the skills and qualities needed by a ('good') teacher, student teachers mentioned the need for lifelong learning (mentioned by 21 case study interviewees). In addition 57 trainees described formal opportunities to reflect on their practice, and 19 spoke of informal opportunities to do so. In order to ascertain the extent to which such ideals are shared by programme personnel and student teachers alike, programme personnel were asked 'what is the ultimate goal of ITT?' Responses included views on the skills and attributes needed by teachers and, in particular, by a 'good teacher'. In addition to the underlying learning outcomes mentioned above, the qualities and abilities mentioned by the highest number of programme personnel were:

- **Subject knowledge (13)**

  We want them to have expert subject knowledge and if there are gaps in their subject knowledge they need to be addressed in the year that they have with us and again, to take that on as part, and continue that as part, in their early years of teaching. (*Programme Leader, BA QTS*)

- **Child-focused teaching (11)**

  The PGCE as a whole, I think the focus there is on training them to teach. The old question is what do you teach? Well, I teach children. I think that's the emphasis. I think it's about the skills you need for teaching any subject. (*Subject Tutor, SCITT*)

- **Classroom management (11)**

  Competence in the classroom in terms of classroom management and the other skills associated with being in the classroom. (*Programme Leader, BEd*)

- **Enthusiasm/Motivation (6)**

  What I want to produce is students who are enthusiastic and motivated who really understand what it is to learn and can challenge and inspire the next generation. (*Programme Leader, BEd*)

- **Professionalism (6)**

  To produce well qualified professional teachers, hopefully reflective practitioners, who hopefully will improve the quality of teaching and learning in schools. (*Subject Tutor, SCITT*)

9.4 The (QTS) Standards

Whilst the Standards were mentioned by some programme personnel as a factor shaping their ITT programme, all programme personnel were asked their opinions on the Standards student teachers are required to meet in order to gain QTS. In Chapter 3 it was seen that nearly half of all student teachers who discussed the Standards expressed negative views about them (10 out of 22). By comparison, the majority (31 out of 46) of the programme personnel interviewed held mixed views, while eight programme personnel expressed wholly negative views, and six were wholly positive.

Programme personnel appeared to view the standards positively in two main ways, viewing the standards as:

- **Covering the skills required of a teacher/being comprehensive (5); and**
- **Enabling student teachers and programme personnel to focus and set targets (4).**

  I think it does focus on the practical aspects of teaching and learning. I think it does look at some of the fundamental things like managing the class and students and ensuring that they are progressing, learning and monitoring and that, I think they are pretty good. (*Mentor, SCITT*)

  I think they are having a positive impact because they make people think about things they wouldn't normally think about. (*Mentor, PGCE*)

Amongst those who expressed negative views of the Standards the most common reasons were:

- **The Standards don't match the reality of teaching or encourage a technicist or 'tick box' approach to learning to teach (11)**
  With the Standards coming in, people become more obsessed with covering all the Standards paperwise rather than the kind of active fun bit about teaching. (*Mentor, PGCE*)

  What worries me is… are we going to move more away from the theoretical and more into the practical and are we actually going to churn out people who can deliver numeracy, literacy and foundation stage and don't really think about what they do but they can do it… what I want to produce is students who are enthusiastic, and motivated, who really understand what it is to learn and can challenge and can inspire the next generation and that's a dilemma isn't it. Yes, we can turn out teachers, I think, they can tick the boxes for the standards, but is that enough? ... Who's going to have the vision? (*Programme Leader, BEd*)

- **Difficulties of interpreting and applying the Standards (6)**
  I think some of them… we look at it and we think, which one is it? What's the difference between the two? ... Distinguishing between the two, we are not completely sure what exactly they are after. (*Mentor, GRTP*)

  I think they are very difficult, when you try to apply them to what a person has actually done. At first you look at them and think, 'gosh, what do these mean?' (*Mentor, PGCE*)

- **The Standards involve too much paperwork (5)**
  I also think it creates a massive paperwork burden because they have to have evidence for everything so I've found by the time students have finished they end up with six or seven large ring binders which somehow you need to cross-reference back to the Standards. (*Mentor, PGCE*)

  We can show them examples, but when they actually have to do it, it occupies an outrageous amount of time so that the whole exercise becomes one of recordkeeping and you can't actually get down to the nitty-gritty. They are spending too long on that and not enough time on things that you would really like them to get on side without having to worry about that. (*Subject Tutor, GRTP*)

9.5 ITT course content

In interviews programme personnel were asked what their particular ITT programme involved. This section discusses the views of programme personnel on the relationship between different aspects of ITT programmes.

As one of the principle differences between the different ITT routes is the time spent in schools[245] and, as seen in Chapter 3, case study trainees indicated that the aspect of ITT which they found the most valuable was the school-based experiences, we begin by presenting the views of programme personnel on this element of their programmes. In discussing the value of the school-based experiences, programme personnel gave similar reasons as our case study trainees, namely that the school-based experiences allow student teachers access to authentic classroom and school settings, provide them with opportunities to learn within that, and provide the location where student teachers could connect 'theory' and practice. However, the descriptions of trainees' school-based experiences provided by programme personnel tend to make more explicit connections between these experiences and other elements of trainees' ITT programmes:

> So it's a mix of actually being full-time in school and within the centre, so the centre has the opportunity, apart from the lectures that they're doing, to address issues as they're going along really. A trainee comes back with, I've had a problem in the class today with so and so, they can address it here… all the lectures that they have here are the base really for what's happening when they get into school. Subject lectures, the ways to teach, everything connected with the teaching process is covered within the lectures here… so they've got a really good grounding. (*Mentor, SCITT*)

> [T]he good thing about it is they see the academic background to it, if you like, and they see all the written side of it, but then they can go practise it, or see it in practice in school. So they are getting a kind of practical and it is an evolving experience here, isn't it, which I think is great. (*Mentor, GRTP*)

Programme personnel also discussed the timing and nature of these school-based experiences.

> [I]t's completely the opposite of a 'just get in there and just get on with it and learn by your mistakes' [approach], we don't do that. (*Programme Leader, PGCE*)

> They like the opportunity to come back into the university each week, particularly in the first placement when they're feeling relatively insecure and the fact that they come back on the Monday for a different type of input, an opportunity to talk and think about their last week in a formal way, overall we feel as though it's a positive structure… The second half of the year which is entirely school-based, the benefits of that is a sustained period of time in which to actually gather together evidence to submit against QTS. (*Programme Leader, PGCE*)

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[245]See Appendix A for descriptions of the different ITT routes.

In addition, whilst student teachers were often keen to 'get their hands dirty', only some programme personnel, most notably those from school-centred ITT programmes, emphasised the value of immediate immersion in the classroom experience:

> I really do like the fact that they're very regularly within school and working with teachers that are in the classroom, class-based. That for me makes a tremendous difference in that they've got that contact throughout the whole of the time that they're training, rather than just a block for five or six weeks, depending on the block. I think especially at the beginning of this process there is a lot to be learnt in working within the classroom, setting up a new class, seeing the development of disciplines and structures within that class. (*Mentor, SCITT*)

> I think that's the big thing about it all, from Day 1. That's the way they are, so they are fully involved in the life of the school… so they are not just involved in the teaching, they are involved in all school life. (*Mentor, GRTP*)

Programme personnel, especially those based in HEIs and on undergraduate programmes, also discussed the ways in which different 'strands' within ITT programmes linked to form a whole:

> [T]he students have university-based modules and school-based modules, the school-based modules being a school placement of varying length. The two elements are very much entwined with each other so that they complement each other… I think we see the education studies modules or the strands of the course, as being the sort of trunk that all the other areas of the university based courses feed from, so if they are studying something like assessment in education studies, we then build on that in individual subject areas as we do in their university-based modules. And of course, the school experience then gives the, put it into practice, side of it. But certainly the theoretical underpinning comes from the education studies elements here and then if that's right the rest of it falls into place. (*Programme Leader, BA QTS*)

In particular, time away from the classroom was valued for:

- **providing time for student teachers to reflect on classroom experiences**

  I think four days in school is plenty for the majority of the year and I think that day away to reflect and prepare really does the students good. (*Mentor, SCITT*)

- **providing additional sources of support for student teachers**

  They are in school and they are able to come back on a weekly basis and compare notes and… if any of them are having a tough time in school, it's a shoulder to cry on isn't it really and I think inevitably some of them do sometimes and they, I think they really value that part of the structure of the course so I'm a great supporter of that. (*Subject Tutor, GRTP*)

- **enabling gaps in knowledge not provided in school-based experiences to be filled**

    I rely on the University to provide understanding of psychology, all those sorts of things although they, we do stuff on learning styles but we expect them to underpin what we're doing in the classroom and doing hand-on stuff with some sort of academic study. (*Mentor, PGCE*)

- **providing student teachers with additional opportunities to share experiences**

    The reason we should do it away from the schools, I think is actually to avoid the incestuous nature of not having a chance to talk to other people who are getting different experiences. (*Programme Leader, BEd*)

Interviews with case study trainees indicated that there were certain areas which were of most concern for student teachers, as well as areas which they felt most and least prepared to do, such as subject knowledge and classroom management. In addition, student teachers discussed assistance and preparation for their Induction year and future careers. The views of programme personnel on each of these areas are discussed in turn below.

Subject knowledge

Subject knowledge / curriculum as an aspect of course content was mentioned by the majority of programme personnel (35 out of 46). However, whilst the view of the importance of subject knowledge was shared between teacher educator interviewees, views on its relative importance within the course context varied. In particular, whilst programme personnel from undergraduate routes recognised the importance of providing their student teachers with sufficient subject knowledge for the classroom, those programme personnel involved with postgraduate programmes indicated that the time available to be spent on this was limited. Both these viewpoints are illustrated below:

    In college we have one very strong strand of course, on subject knowledge because they're all coming in, either at below degree level or the wrong degree. We're actually training them up to have full subject knowledge for the 11-16 curriculum. (*Programme Leader, BEd*)

    We have to make sure that they realise that their subject knowledge is their responsibility, we don't have the time. We do provide the opportunities to learn to develop that by the tasks that we set, within the group and with a specific task… I advise them to do an area which they've not touched before. (*Subject Tutor, PGCE*)

Classroom management

Perhaps surprisingly, given the views expressed by student teachers, **classroom management was mentioned in the context of course content by only 12 programme personnel.** This area of ITT was also mentioned by marginally more school-based mentors (5) and subject tutors (4) than programme leaders (3). Whilst it was acknowledged by those interviewees who discussed classroom management to be an area of student teacher concern, there were also contrasting views about the timing and importance of such training:

> Things like, how does your teacher manage behaviour? Those sort of things, class management, how is the class managed, how is it set up, those sorts of things [are taught] first. (*Mentor, SCITT*)

> We try not to over emphasise things since one of the things that we always get is students, when I see students very early on, I say 'what's the thing that worries you most' and they'll say 'classroom discipline and management'. I do a session on classroom discipline and management but I don't do it very early on because I do it within the pedagogy stuff... I try to convince them that most of the problems that people have with classroom management is because the lesson hasn't been thought out and planned early on and most of these things you can overcome before you've even walked through the classroom door. (*Subject tutor, PGCE*)

Preparation and assistance for 'next year' and beyond

As seen in Chapter 3 (Section 3.8) student teachers expressed some reservations about the opportunities (or lack of them), for addressing issues relating to their future employment as teachers. When discussing programme content, more programme personnel discussed longer term career assistance than discussed more immediate issues such as applying for jobs and attending job interviews. Those aspects most frequently mentioned by programme personnel were:

- Training to enable student teachers to take on subject co-ordinator / specialist roles (9)
- Training to enable student teachers to adopt managerial and pastoral roles (4)
- Training to provide additional skills perceived to be desirable to head teachers, for example, coaching qualifications (4).

9.6 Teaching methods employed on ITT programmes

As seen in Chapter 5, some student teachers suggested that they felt that the teaching methods employed in their HEIs were not always appropriate for their learning needs. Interestingly programme personnel rarely discussed the teaching methods employed during ITT. Those aspects which *were* mentioned included:

- the value of small-group and seminar work as opposed to large lecture theatres (6)
- using practising teachers as tutors (3)
- bringing in outside speakers (3)
- peer teaching, for example student teachers running sessions (2).

Outside speakers were most frequently referred to in the context of advising student teachers on applying for jobs and attending job interviews, which, if a widespread practice, may explain why this aspect of course content was mentioned by so few of the programme personnel interviewed.

Further strategies mentioned, within the context of individual learning and academic skills development were: assignments (7) and the setting of a specialised research topic / dissertation (9):

> Assignments are either based on both university work and school-based work or they develop something that's happened in college further when they're in school. That integration helps the trainees understand what's going on and links the two things but also helps give coherence to the whole programme. (*Programme Leader, BEd*)

9.7 School and Partnership arrangements

As indicated above, many of our programme personnel indicated that both a belief in the idea of partnership working and factors relating to the nature of existing partnerships influenced the overall design of their ITT programme. Thirty-three programme personnel interviewees provided details on how partnerships are enacted and formed, including links between schools and Designated Recommending Bodies (DRBs), and the selection of schools and mentors within such partnerships.

Links between DRBs and schools

Those areas mentioned most frequently by programme leaders (14) and / or subject-based tutors (5) include:

- mentors sitting on interview panels or management committees;
- school-based staff being involved in the provision of training;
- teachers facilitating student teachers undertaking tasks within school set by their HEI; and
- school-based mentors' role in the assessment of student teachers.

School-based mentors (14), in contrast, talked most frequently about:

- the value of being given clear expectations from DRBs (including paperwork);
- being involved in the programme through the provision of training and attendance at interview panels;
- relationships with HEI-based staff, including visiting tutors; and
- providing feedback to DRBs on their ITT programmes.

Selection of placement schools

Twenty-eight programme personnel discussed the issue of selecting schools for their student teachers' school-based experiences, within which eight discussed different forms of quality checks that would occur before a school was accepted to take student teachers as part of their programme:

> I went to visit a new school with our head of school about June time and we looked round, said 'this would be super would you like to work with us'. So we are getting new schools on board all the time but we do go into a school and visit before we take them on board and then they get the written contract. (*Programme Leader, BA QTS*)

A further nine programme personnel talked about the importance of having strong links and partnership arrangements with schools and six discussed having a 'core' of schools that they used regularly in placing student teachers on their ITT programmes:

> The schools have to be partnership schools, so if a student is placed in a school we are still sort of training them. (*Programme Leader, BEd*)

We do tend to cling to a core of probably 15 or so schools that we use on a regular basis. (*Programme Leader, BEd*)

Interestingly, some programmes, particularly within the GRTP route, required student teachers to find their own placement schools, followed by a 'quality check' by the programme's DRB. This was often facilitated by the fact that many GRTP trainees were already working, for example as teaching assistants, in schools which had offered to train them for QTS:

> [W]e still get new partner schools but they often come with trainees… they normally have somebody in mind, they've got somebody working in a school or somebody has approached them and they want to find a DRB to work with. (*Programme Leader, GRTP*)

> Where the trainee comes on the programme without a school I advise them to talk to their local schools… they're encouraged to go in and talk to schools and the schools are encouraged to interview them and build up a relationship from that… I will check up on the Ofsted website to make sure they're not in special measures or whatever. (*Programme Leader, GRTP*)

Despite checks on schools by programme personnel (mentioned above), the ability to recruit schools was ultimately determined by schools' willingness to be involved in ITT. Five programme leaders and one subject tutor discussed the benefits to schools of being involved in ITT including, for example, the potential recruitment of future teachers. Half of all the school-based mentors interviewed (7 out of 14) discussed the importance of schools wanting to get involved in training and saw direct benefits of doing so:

> We are one of the few training schools in this area, so, you know, it's another feather to your bow… It's just that the staff are open to it and that's just the way we are. I don't know a member of staff who isn't involved in some way. (*Mentor, GRTP*)

> I just think there was a demand from the programme to get a really good placement and we saw it as an opportunity to recruit staff so that's why we got on board really. (*Mentor, SCITT*)

Fourteen programme personnel discussed constraints in their choice of school placement schools, primarily because of difficulties in finding enough schools willing (and able) to take on student teachers, and some (7) talked about their continuing efforts to recruit schools.

Amongst the reasons given for difficulties in the recruitment of schools for ITT partnerships were:

- the large number of ITT providers in particular geographical locations (3); and
- the large number of student teachers to place on some ITT courses (2).

> [B]ecause [we are in a] student city as you know its hard getting schools… all the time we try and recruit more and more schools… sometimes its word of mouth… we have a super administrator so she'll phone schools [and try to recruit them] (*Programme Leader, BA QTS*)

Such constraints could explain some findings related to student teachers' experiences in schools (as detailed in Chapter 5). For example, 11 programme personnel discussed the importance of trying to provide contrasting school-based experiences for student teachers, but eight interviewees (5 programme leaders and 3 subject tutors) indicated that the success with which student teachers were 'placed' in suitable schools could be a 'hit or miss' affair:

> Personally I think some schools do a lot better job supporting their students than others. So I think that is the issue of quality assurance in school placements, that is key. (*Subject Tutor, PGCE*)

Ten programme personnel discussed deselecting schools which they felt were not able to support student teachers in an appropriate manner, although this was generally after a process of consultation to try to rectify the matter. However, intervention in schools which had been less effective in their support of student teachers is seen as problematic by DRB-based personnel:

> They sign an agreement with us but it's very difficult to insist that they do things in certain ways and all we can say really is that if you don't then we won't put students with you again but the reality of that is that we'd be cutting off our nose to spite our face because we've got to put students somewhere... You can't be too heavy handed, you can't wave a big stick at schools too much because they'll say 'sod off then, we won't have any students' and we need them. [You could say] 'if you don't play the game, you won't get this money', but then the schools will say 'the money you give us doesn't anywhere near cover the costs, the real costs of staffing the programme'. (*Programme Leader, PGCE*)

Selection of school-based mentors

Twenty programme personnel discussed the selection of school-based mentors. **Eight school-based mentors and nine other programme staff (programme leaders and subject tutors) suggested that schools themselves made decisions about the allocation of the responsibilities of the school-based mentor**:

> It's sort of self-selection although in some schools the school management think it would be a good thing for them to do. If you like, it's the next stage in their career development. (*Programme Leader, BEd*)

Three programme personnel suggested that their DRB was involved in the mentor selection process through the provision of guidelines to schools for use in the selection of mentors:

> We actually give some guides out to schools on the sorts of people we think would make suitable school-based tutors. The director of partnership, particularly with new schools, will actually visit the school and talk about the demands of mentoring and what sort of person we are looking for. Ultimately it is up to the school to make that selection and sometimes they directly seek our advice. (*Programme Leader, BEd*)

School-based mentors talked about:

- *Volunteering (3) or being 'volunteered' as a mentor (6)*

It was just the head approached me. She obviously saw me as somebody who had been through the experience… I think she knows I'm quite ambitious and she saw it as something I would like to do. And I have enjoyed doing it. (*Mentor, GRTP*)

- *The benefits of being a mentor (6)*

[F]eeling that it was renewing my own professional expertise at the same time and thinking well: (a) I've got [something] to offer as a fairly experienced teacher; and (b) I think I can actually learn through it as well, so it was a combination of those two things really. (*Mentor, PGCE*)

Issues relating to school-based mentors mentioned by other programme personnel (programme leaders and subject tutors) included variation in the quality of mentors and the problem of turnover of school-based staff / mentors, resulting in a lack of continuity:

> I think mentoring must be constantly strengthened so that the student experience in schools is not a hit and miss affair. (*Subject Tutor, BEd*)

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> We have got an example of where a school has gone because a key person in that school who happened to have been a professional tutor left that school but she was really holding all of that together really, effectively, and that immediately started to crumble when she left so we're no longer in partnership. (*Programme Leader, SCITT*)

Thirty programme personnel mentioned the provision of preparation and development opportunities for school staff appointed as mentors on their programmes:

> There's formal sessions every term, formal induction sessions for all new mentors. (*Programme Leader, SCITT*)

Such 'mentor training' was mentioned most frequently by programme leaders (13) and school-based mentors (13) themselves, and least frequently by subject tutors (4).

The types of training provided included:

- induction / new mentor training, including how to deal with the administration and paperwork involved; and
- sessions to keep mentors up-to-date with issues relating to ITT and the teaching profession.

However, mentors and other programme personnel mentioned the problems associated with mentors attending such sessions, including those relating to the geographical location of the DRB and the inconvenient timing of training sessions:

> It's not ideal in location either because we're based in… even if you did a half day session for me, it's quite a trek for me to get over there. (*Mentor, GRTP*)

Programme personnel also discussed the need to provide many sessions of the 'induction' type due to the high turnover of mentoring personnel, whereas some mentors appeared to be more positive about those sessions which were informative about changes in ITT and / or the teaching profession:

> When the Numeracy Strategy came out there were a lot of videos based on observation and you were able to observe the same lesson with ten other teachers and then talk about it; that sort of thing was very useful… also updated information on changes, because it does seem to completely change. (*Mentor, PGCE*)

Some mentors expressed the view that mentoring was such a personal relationship that any training about the role would have limited value:

> I don't think there's more they could have done actually, you learn this job by doing it, you don't really learn it by say 'scenario one, this person does this'. Everything you come across is slightly different it's never been in a book what happens. (*Mentor, GRTP*)

9.8 Roles and activities of school-based mentors

Chapter 5 demonstrated the importance of the school-based mentor in student teachers' school-based experiences.[246] Mentors were asked about their roles and activities as mentors. The responses varied from individual to individual and collectively provide some indication of the complexity of mentoring and being a mentor.

9.8.1 The role of the mentor
Five main roles of mentors were highlighted by the 15 mentor interviewees. These were:

(i) 'Practical adviser'

> I suppose 'practical adviser' and that's really what it's about, advising them how to put the theory into practice and getting them to look at their own practice and develop. I think that's the hardest thing because we teachers talk about 'our practice' all the time but don't necessarily write things down whereas students are expected to analyse things more thoroughly. (*Mentor, PGCE*)

(ii) Provider of constructive advice

> I also believe that when I talk to a trainee afterwards that the thing I focus upon, first of all, and this is also in my report, is that the good sound educational points hit that, give them some confidence, make them feel that there are some good things coming out here. If there are points, which inevitably there will be, which need to be addressed, they must be addressed constructively. I don't believe the trainee should be pulled apart and I believe that the tutor should be able then, apart from making these points, be able to present the trainee with a set of strategies for dealing with it. (*Mentor, PGCE*)

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[246]The use of the term 'mentor' seems to cover a number of different types of school-based programme personnel and vary according to programme and provider. In this report, discussions about data and findings relating to mentors and mentoring refer to the teacher (termed variously, for example, as 'placement teacher' or 'teacher-tutor' as well as 'mentor'), who has daily responsibility for supporting the trainees' learning of the practices of teaching, which include, for example, planning, in-class teaching, and reviewing teaching (for trainee learning as well as for planning for pupil learning).

(iii) Role model

> I very much believe that you are there as a role model, that your lessons and strategies that you have got, the classroom organisation and the routines that you set up in your class should be high standards so that they have something to look up to and aspire to which gives them real help in what they're doing… At the same time, you haven't to say, this is the way it is done, because obviously teaching is very individual and… you need the trainee to feel that they can… see what they're comfortable with because it's their role as a teacher, they're not just copying you. *(Mentor, Flexible PGCE)*

(iv) Provider of support

> You have to be able to give constructive criticism and I think you have to be able to get to know your student because mine this year have quite a lot happening outside school and I've had this happening before as well. If you don't know what's happening to the student as a whole person you can't really support them in school as well… So they can talk to you about the learning process and admit when things have gone wrong and not take it really personally because teaching is a really personal thing and teacher training is a massive emotional and physical burden on them, I mean they're always exhausted and it's hard to control your emotions when you're exhausted. So it's about having the skills to help them along and notice when they're down and cheer them up a bit. (*Mentor, PGCE*)

(v) Assessor

> Well it's a direct day-to day monitoring and assessment of the PGCE students when they're in school. It's two-fold, it's the monitoring and it's feedback and support you give to that person while they're here. *(Mentor, SCITT)*

There was also a recognition by some mentors that the prominence and weighting of roles can (and needs to) vary according to the needs of the individual trainee, and in order to allow for individual development:

> I would say it's a sounding board for people's future development. It can be a critical friend, it can be an authoritarian figure depending on who you're dealing with but it can be somebody who sets sort of targets for a student and makes sure they achieve them. (*Mentor, SCITT*)

Some (10) mentors referred to mentoring as a part of an (trainees') overall developmental process, with one mentor describing mentoring as being 'a bit like a rolling process' (*Mentor, GRTP*).

ITT programme leaders and subject tutors were most likely to refer to mentors' roles in supporting and assessing student teacher progress:

Within the school block itself, the teachers determine what the students do and how quickly they progress. We give guidelines as to what stage they ought to be taking a whole class, and what stage they ought to be responsible for medium term plans, but the mentor teacher is the one that makes that decision that gets the students ready. (*Programme Leader, PGCE*)

We do rely on schools to monitor the student's progress very very carefully because they see them day in and day out and we have maybe only three or four visits to check things out. (*Programme Leader, PGCE*)

The mentors have to tell them they're improving, they have to look for improvement and tell them they're improving and my goodness do they improve. (*Programme Leader, SCITT*)

9.8.2 Mentor activities

When asked what their role as mentor on their programme tended to involve on a day to day or week by week basis, some responses were framed in terms of, or included, participants' views on the aims of the mentoring process, including:

- teaching trainees how to teach
- getting student teachers involved in the life of the school
- ironing out 'classic' mistakes
- helping trainees develop the whole ethos of being a teacher
- making trainees feel valued as a teacher and able to do the role
- developing student teachers as reflective practitioners
- providing conditions for the development of teacher identity and personal style.

The pedagogical strategies referred to by mentors varied from interviewee to interviewee, but included the provision of opportunities for trainees to:

- shadow the mentor
- observe other teachers
- listen to the mentor explicating her / his own practice
- engage in mentor-supported planning
- set targets for development with mentor guidance (using the Standards and in conjunction with form-filling)
- team-teach

- be observed teaching, and participate in a short 'debrief' (for assessment and monitoring).

Mentors mentioning the need for differentiation (11 out of 15 in total), referred to differentiating both strategies and targets, and according to different stages in the training year as well as individual differences:

> [A]t the beginning it might be, 'we'll write a lesson plan together for this lesson'… and as the process goes on through the year [it] might be sending them away saying, 'right, you go away and prepare a lesson plan for that and I'll look at it when you've finished it'. (*Mentor, PGCE*)

> What I do is I set targets so according to the level they are at. For you this is what you need to be doing next, so there is a hierarchy of skills if you like and some people come in with a lot of presence, able to command the class, able to teach the children in a way that the children find stimulating and you don't get behaviour problems. So for them, you don't have to go through the behaviour strategies and issues. You move them on… (*Mentor, Flexible PGCE*)

All mentors interviewed also referred to a number of 'duties' of mentors, most notably those of,

- having regular meetings with their trainees;
- observing trainees' teaching; and
- completing paperwork.

One major issue was raised by most (10 out of the 15) mentor interviewees in relation to the success with which they could carry out their mentoring duties. This was the issue of time, and within that issues relating to the amount of time used or needed for mentoring, whether (sufficient) mentoring time had been allocated, and the 'quality' of the time actually available.

Most mentors indicated that the actual time they devoted to mentoring work exceeded the time that had been allocated:

> Basically… you get an hour per week mentoring when they're in school. I don't get any time allocation for that when they're in school so that's an hour out of my own time. (*Mentor, PGCE*)

Generally they [trainees] get that one period when they know they can [see their] mentor but a huge amount of other support goes on at lunchtime and after school and you see that happening quite a lot in the staffroom and in departmental areas. That one hour simply isn't enough. (*Mentor, PGCE*)

For these participants, the 'time problem' seems to be related also to the quality of mentoring that is possible in the 'five minutes here and there':

Time is the killer. If you are allocated time during the school day to do the mentoring you get a much more high quality amount of work done, whereas if you're doing it after school, you feel rushed, the student feels rushed, they don't want to take up your time, and there are other things to do. (*Mentor, PGCE*).

This is one of the problems that you really have to take snatch times or you have to have a trainee who is committed enough at the end of the day who is prepared to review the day and I tend to like to do that. (*Mentor, Flexible PGCE*)

Related to this, one mentor who was also the whole-school ITT co-ordinator sees as part of her / his role:

[T]o see, for example, that the mentor is having regular meetings and is also having quality time so that these meetings with the trainees are not being shoved in as an extra at the beginning of the day, say ten minutes before school or an hour after school when both of them are knackered anyway. (Mentor / Co-ordinator, PGCE)

9.9 Constraints on ITT provision

As indicated in Section 9.2, seven programme personnel suggested that their ITT programmes were designed 'the way they were' due to limited resources. Programme personnel were also asked about constraints within their programmes and on their role in particular.

Time pressures and workload was mentioned by the highest number of programme personnel (21), indicating that these are pressures not only felt by student teachers and school-based mentors.

I think the biggest [constraint] is time… my worst days are when it's like a factory. I wish I had time to get to really know them more to reflect and debate and challenge… time to read myself and prepare myself. I'm rushing constantly. (*Programme Leader, BA QTS*)

[B]alancing all the balls in the air. I am sure everybody says that but I feel that's the point, balancing all the balls in a very heavy teaching timetable on a weekly basis. (*Subject Tutor, BA QTS*)

Seven programme personnel linked these time / workload pressures to a lack of funding within ITT:

The main thing which is negative is just lack of time and that's a result of lack of money because really if you look at this one hour a week business, what's one hour of a teacher's time worth, it must be something like twenty pounds but it really isn't enough and all the extra time that is given out of goodwill and I think really if you wanted to train people 'properly' you probably need two or three hours per week with each trainee in addition to group activities. (*Mentor, PGCE*)

As indicated earlier (e.g. p.247), a number of programme personnel identified the amount of paperwork or administrative tasks they had to undertake as a constraint:

[Y]ou get inundated with paperwork with something you haven't got time to properly analyse. (*Programme Leader, BA QTS*)

Sometimes because of commitments within the school, I feel I'm clutching at straws or it's very farcical what I'm having to write out because it's obvious… It seems to be like this burden on us almost, that we've got to churn something out, when they're getting feedback from me all the time. (*Mentor, GRTP*)

On the other hand, one (SCITT) programme leader (who is neither school- nor HEI-based), complained that she didn't receive enough information:

I really need the same information that the heads need if I'm providing knowledgeable, well-informed trainees…. I have to know if everything out there is changing and it is isn't it, all the time… I've had to steal a 'pay and conditions' from the school because they want to know how much they're going to earn… I'm not regarded as a school and that to me seems a pity because there was an awful lot of rubbish hitting my desk but there was an awful lot of good stuff too. (*Programme Leader, SCITT*)

Other constraints mentioned by school-based mentors were:

- **Difficulties in communication with their partner university resulting, for example, in repetition in course content (4)**

    [S]ometimes the students feel things are repetitive and that's because, although I know the title of the university's lecture, I don't know the content. (*Mentor, PGCE*)

- **Difficulties in managing multiple responsibilities, in particular to both the trainee and the pupils (2)**

  If I was to say one thing, from my point of view, it's the fact that I'm a class teacher at the end of the day and I've still got responsibility for a class as well as the other process and the same for the others, they're all class teachers and they've got things to be doing within their own class, so you've obviously got that responsibility as well as the trainee. *(Mentor, SCITT)*

- **Variation in workload due to differing trainee needs (2)**

  It's a certain role you've got to play all the time and certain people need more cajoling than others. It's nice to encourage them to work independently rather than coming to you with every practical little thing. (*Mentor, Flexible PGCE*)

  It can be difficult if you get a student who hasn't got a good work ethic or you're setting targets for them to achieve and they think the targets are either too demanding or they're not prepared to give that effort and then time becomes an issue. *(Mentor, SCITT)*

Five programme leaders talked about logistical constraints on their role, for example the location of teaching space and communication with other members of staff.

Finally, **ten programme personnel indicated that they felt one year programmes were too short to prepare student teachers adequately for the profession**. This view was expressed by a third of all programme leaders (6 out of 18 interviewed), as well as three subject tutors and one school-based mentor. Primarily these views were expressed by personnel on one-year programmes, although one interviewee also expressed a preference for four-year, as opposed to three-year, undergraduate programmes.

> It's a very busy year and I think we do find it quite pressurised, just the amount of work we have to get through. Were it possible, with no constraints, it would be a slightly longer programme to give a bit more reflection time at the end for the trainees. (*Programme Leader, BA QTS*)

> It's such a pressured year, they have to learn so much, they have to do so much simultaneously… You know, it's bloody hard, it's so hard and I think giving it more time would help a lot of those things sink in and become more meaningful. (*Programme Leader, PGCE*)

> I think the postgrad' route is too compressed. I can't see how a twelve month course can equip an intending teacher with the range of sophisticated skills they will need and indeed it is just my own personal view but I think PGCE courses are survival packages. (*Subject Tutor, BA QTS*)

9.10 The perceptions of programme personnel regarding the effectiveness of different ITT routes

Programme personnel were asked to discuss the effectiveness of the different routes. Unsurprisingly there were considered to be relative strengths and weakness to each route, a summary of which is given below:

Undergraduate routes (BEd; BA/BSc QTS)

Undergraduate routes were valued for the time allowed to prepare prospective entrants to the profession, and therefore the opportunity afforded to such courses to create a 'deeper' awareness of teaching and teaching issues (especially amongst those involved in primary ITT programmes). In particular, BA/BSc QTS and BEd degrees were seen as suitable for young people who had decided to go into teaching. However, as one interviewee indicated, 'it takes a special kind of person' (*Subject Tutor, BA QTS*) to know that that is what they want to do at such an early age and it was acknowledged that taking an extended period of time (3-4 years) out of the workplace was often impractical for more mature entrants to the profession.

> My heart is with the BEd. I think it produces more rounded teachers who have a greater understanding of children's development. (*Mentor, PGCE*)

> Now what worries me is that on the shorter courses are we going to move more away from the theoretical and more into the practical and are we actually going to churn out people who can deliver numeracy, literacy and foundation stage and don't really think about what they do but can do it? (*Programme Leader, BEd*)

PGCE

The PGCE route, as a second long-established route into teaching (alongside the undergraduate programmes), was perceived to have established structures for an effective ITT programme. For example, when asked, 'Which of the ITT routes works best and why?' one interviewee responded:

> I think it's the PGCE. It's got the concentrated period of time, the one year PGCE has, it's got the clear structure and it's got the clear support mechanisms from the school and it's also got built in reflection time, planning time and resource time… and when they're out of the classroom, they have a dedicated group of people working on the programme with them. (*Mentor, Flexible PGCE*)

However, it did meet with criticisms relating to time allocated to the course, and five programme personnel suggested that 'ideally' such ITT programmes should be at least a full year (12 months) or up to two years in length.

> It's such a condensed year. We call it a PGCE year but it's not a year at all it's really sort of 8/9 months and it goes a bit fast doesn't it. I wish it was a two-year programme really… (*Programme Leader, PGCE*)

In comparison to the routes detailed above (BEd and BA/BSc QTS, and PGCE) the comparatively new Flexible PGCE and SCITT routes were relatively little mentioned in programme personnel's views about the effectiveness of different routes, unless they were explicitly involved in those routes.

Flexible PGCE

The Flexible PGCE was seen as having many of the pros and cons of the PGCE. In addition to which, it was acknowledged that it allowed for wider recruitment into the teaching profession, which was seen both positively and problematically:

> I think that's a positive development where it's still within a proper structure but it enables people to do it as part of a career break. (*Mentor, Flexible PGCE*)

> What sometimes hinders it is the commitment of the people who take it. Sometimes they've still got half a foot in one career and then trying to move over to another. (*Mentor, Flexible PGCE*)

> People are very proactive, they have to go out there and get training for themselves and decide whether they're going to send in assignments so it really does produce high quality candidates, I think. (*Programme Leader, Flexible PGCE*)

Amongst those programme personnel who worked on Flexible PGCE programmes, however, the primary problems were seen as being: (a) making the programme truly flexible; and (b) when flexibility was achieved, ensuring that student teachers did not slip through the net of support and input from ITT providers.

SCITT

SCITTs were highly regarded by seven programme personnel working within this route for their school-based nature and the extra school-based experiences this brought to student teachers:

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I really do like the fact that they're very regularly within school and working with teachers that are in the classroom, class-based. That for me makes a tremendous difference in that they've got that contact throughout the whole of the time that they're training, rather than just a block for five or six weeks, depending on the block. I think especially at the beginning of this process there is a lot to be learnt in working within the classroom, setting up a new class, seeing the development of disciplines and structures within that class that I think you don't always see when you just do a block practice in November or December. *(Mentor, SCITT)*

However, programme personnel from various routes expressed common concerns about school-based programmes (both the SCITT and GRTP routes) regarding the potential for variation of provision between different schools (14) and the limited opportunities for direct or vicarious experiences of different schools (outside of their principle school placement) offered to trainees on such routes:

I am more sceptical about distance learners and flexibles when they are not getting the support in schools that they might do say if you've got a good school. It's like SCITTs, if you've got a really fantastic school it can work really, really well but if you've got a school that isn't delivering the theory in there you are struggling. (*Programme Leader, BEd*)

My worry is any [programme] where the second experience can be minimal… I am very worried that they don't really meet enough people who are undergoing [teaching] in a different context. (*Programme Leader, BEd*)

GRTP

It was the GRTP route which perhaps attracted the largest number of comments, both positive and negative. Particular strengths of the GRTP included the amount of time spent in schools, the wider range of tasks student teachers on this route are able to undertake within the school context, as well as the potential for the development of skills such as organisational and time management skills the route affords:

They appear to be coming out at the end better thought of than PGCE students, they seem to be coming out stronger. We're developing teachers who have maybe a more practical view of things and who can manage themselves, manage their children, perhaps even manage relationships better than PGCE students… I think it's turning out people with other potential management skills apart from just being teachers. It's preparing them to manage their own time and their own development, manage their own relationships. (*Programme Leader, GTRP*)

[T]he quality of teaching, because they are in the schools day in, day out is really very, very high and they are, they get to that stage a lot earlier. I would say that a good number of our trainees, by the end of term two, they are really ready to fill a

vacancy and in fact that's what happens with many of our GTPs is in term three, they take over a class of their own. (*Programme Leader, GTRP*)

Areas of concern about the GRTP route included concerns that GRTP trainees might be being used as 'cheap teachers'; concerns that those teaching GRTP trainees might be out of date, and thus perpetuate already out-dated modes of thinking and working; and, in common with all school-based routes, concerns about variations in quality between schools, and the potential for lack of support:

> [O]ne of the drawbacks to the [GTP is that], if you are not careful, some of them are being used as cheap teaching. I mean some of them, we hear, some of the secondary ones go in and they are given almost a 90 per cent timetable from the minute they walk through the door. We try not to do that. *(Mentor, GRTP)*

> I'm very wary about things like the GTP programme. I'm very anxious about the idea that you move education forward by putting people in and learning what was happening now to train teachers. People who are training the students are often relying on the theoretical underpinning that they received 20 years ago and actually haven't got time to be reflective and actually keep up to date. How on earth are these new teachers going to be trained for the future or educated for the future? (*Programme Leader, BA QTS*)

Programme personnel were then asked if there should be different routes for different trainees. A frequent response was 'horses for courses' – that there were differences between student teachers and therefore there should be different ITT routes to cater for those differences. This was discussed in terms of:

- **Increasing recruitment to ITT**
I think it's right that they have a variety of routes if only to try to make sure that we actually recruit all the prospective good teachers that there are out there. That we don't just miss out on recruiting people who would be fantastic teachers in the classroom so I think it's right to have some variety. (*Mentor, PGCE*)

- **Maximising potential by using student teachers' existing strengths and abilities**
I think it depends on the kind of person they are. I don't think you can say this is the way it should be done, because I think people come with different values and different expectations and different skills and it depends on what suits them. *(Mentor, GRTP)*

Twenty-three programme personnel discussed the strengths of mature entrants to the profession, and in particular the desirability of recruiting them into teaching.

Within this context they also tended to discuss the suitability of the newer routes into teaching, and to qualify some of the concerns regarding these routes which were reported above.

> I think you've got to look at students' background, personal experience, what they bring with them. The flexible route can be fantastic for someone who's worked as a classroom assistant in school or perhaps has been in the independent sector but not actually got qualified teaching status. (*Programme Leader, BEd*)

> If we have got to widen participation when you think of people who are mature students with families they can't do a four-year route full time and some of those are our best teachers because once they are mature and they have children of their own they've got a good understanding, they are very good at managing their time, their work load, very good. (*Programme Leader, BA QTS*)

Interestingly, only 15 programme personnel talked about the existence of, or the need for, flexibility *within* programmes to cater for differences between individual trainees. Of these, the majority were from SCITT or GRTP programmes (5 from each route, compared with 2 each from PGCE and Flexible PGCE routes and one from the BEd route).

9.11 Retention in ITT

Analysis of student teachers' reasons for withdrawing from ITT courses in Chapter 8 suggested that these were related to: differences between trainees' expectations and the reality of their training programmes and the teaching profession in general; their school-based experiences; the levels of support they received; their course content and structure; and personal circumstances. This section reports findings from the interviews with programme personnel firstly on the reasons for withdrawal from ITT, and secondly, on strategies to retain student teachers on their programmes.

9.11.1 Reasons for withdrawal from ITT

Chapter 8 reported that one reason for student teachers withdrawing from ITT was that their **expectations of ITT, and of the teaching profession more generally, were not met by the reality**. This **was the factor for trainee withdrawal from ITT mentioned by the highest number of programme personnel (22).** Many programme personnel felt

that student teachers who withdrew from ITT often did not realise how difficult teaching was prior to starting their ITT, and 14 mentioned workload within this context:

> It's just a completely different job to what they thought. If you perceive it from the outside, you've got these people who work a short day and have lots of holidays but it's not like that at all and people discover that very quickly when they come in. (*Mentor, Flexible PGCE*)

> They really underestimate the demands going to be made on them, in terms of effort, in terms of engagement, being organised, being reflective, meeting deadlines. If they underestimate that then they are going to have problems getting through the course. (*Programme Leader, PGCE*)

The issue of workload was perceived by some to be especially difficult for younger student teachers following undergraduate programmes:

> It is particularly difficult for some of the younger ones who are at a university… seeing students… on courses where it is alright to go out until three o'clock in the morning and get drunk and stay in bed all morning. These are thinking that they are a student too but they've got to get up at six o'clock… to get into a school by eight thirty. (*Programme Leader, BA/BSc QTS*)

Programme personnel also discussed students who find they are not enjoying or not suited to teaching as much as they expected, and those for whom classroom management is an insurmountable challenge. These views are illustrated below:

> I don't think they get the buzz they were thinking they were going to get. And if they haven't had the buzz when they have been in school as a trainee for a month, they think seriously about whether they should be carrying on because they are putting financial investment into it. (*Programme Leader, BEd*)

> [I]t's just teaching being different from how they imagined, the kids being less compliant, more behaviour management issues than they had thought of, that sort of thing, it puts people off. (*Subject Tutor, SCITT*)

Other causes of withdrawal mentioned by programme personnel include the suggestions that some trainees don't possess a 'teacher personality', and others 'just can't do it' or 'they can't cope'.

As seen in Section 9.7 above, **eight programme personnel mentioned the ways in which the quality of students' school-based experiences could vary and the element**

of 'luck' which could be involved within this. At its extreme, such 'bad luck' could result in withdrawal from ITT, a factor mentioned by five programme personnel:

> I think school placements [have] a huge impact on retention… If you have a bad school experience and you're not that committed, well even if you are committed, it might put you off, so I think that's an issue. (*Programme Leader, BEd*)

> Unfortunately… they go into a school where there is not a pleasant experience, they're not friendly, they're not helpful, they don't get regular mentoring. You can lose students that should be passing, for that reason. (*Programme Leader, PGCE*)

In addition, one interviewee also mentioned the element of 'personality clash' occurring between a student teacher and another mentor within his school.

Finally, **'personal reasons' were suggested by seventeen programme personnel as contributing to student teacher withdrawal from ITT courses**, with seven of these referring specifically to financial difficulties encountered by some trainees:

> Sometimes they have to drop out because they can't afford to be there. (*Programme Leader, BEd*)

Some programme personnel acknowledged that some of the unfortunate personal circumstances which contributed to withdrawal, such as family or marital problems, could not be anticipated.

9.11.2 Strategies to improve retention within ITT

A small number of programme personnel discussed strategies that were in place on their ITT programmes to improve retention. These included careful selection at the interview stage, support during ITT, and strategies to enable student teachers to defer completion of their ITT, rather than withdraw completely.

Some programme personnel mentioned the recruitment process as the first step in improving retention within ITT programmes. Qualities looked for at interview included '*commitment*', '*wanting to be in the classroom*', '*having realistic expectations of what it is like to be in the classroom*' and '*enthusiasm for their subject*'. More concretely, 15

interviewees mentioned having a requirement that prospective student teachers have some prior experience in school(s), although the level of this experience could vary:

> Well one of them that we insist on is that they have worked with children and they have enjoyed that and not only they have enjoyed it but they know the difficulties… they'll know the difficult child, all the paperwork and they'll have to work till midnight etc. (*Programme Leader, BA/BSc QTS*)

Furthermore, five programme personnel discussed making clear, as part of the interview process, the expectations and demands of an ITT programme:

> One of the things we are looking at… making very clear what the expectation is, for the whole programme, prior to a student starting on the course, so the student is very clear and committed and we try and indicate, before they even come to us, things they can do prior to actually starting. (*Programme Leader, BA/BSc QTS*)

The interviews with student teachers who had withdrawn from ITT (reported in Chapter 8), suggested that trainees do not necessarily find it easy to approach tutors and / or mentors to share any difficulties they may be experiencing. In contrast, 15 programme personnel mentioned support mechanisms for student teachers, including those who were experiencing difficulties on their programmes. Such mechanisms included provision of a personal tutor and / or counselling services (9), academic support (2) and financial assistance (1). In addition, two programme leaders mentioned strategies in place especially for those at risk of 'failing' a school-based assessment.

> We think that [the personal tutor scheme] is very important for retention because you have got somebody you are seeing every week, somebody you know who you can talk to. (*Programme Leader, BEd*)

> [W]hen a trainee is struggling… we move quickly within the partnership to deal with that, to capture the problem very early on. We don't let it fester otherwise they dig holes for themselves and it gets too deep to actually get out. (*Programme Leader, PGCE*)

Somewhat in contrast, one programme leader discussed a situation where he felt a trainee had received emotional support at the expense of much needed learning support:

> We were constantly responding to her anxieties and trying to support her whereas at an earlier stage we should have said 'you're weak here, you need to address it. Yes, it does hurt you, but you need to do that.' So we were much too strong on the pastoral, far too weak on constructive criticism. (*Programme Leader, SCITT*)

For those with personal problems, in addition to the short-term support mechanisms described above, five programme leaders referred to having strategies in place for student teachers to return to ITT at a later date, where appropriate:

> We have another trainee who similarly, their mother has become ill and consequently feels she can't continue at the moment but we are trying to make sure that she doesn't come off the course before she's sorted out what she could do to get back on if she needed to. People quite often don't think about future consequences. (*Programme Leader, BEd*)

Whilst the strategies described above are designed to enable some student teachers to complete their ITT, there was recognition by some programme personnel that withdrawal was sometimes the right course of action to take. For example, one programme leader described how some trainees failing in the classroom are counselled to leave the course, and another mentioned that within undergraduate routes there was often the facility for student teachers to transfer to a different (non-QTS) degree:

> If they decide they don't want to teach we have got an escape route for them… so even if we hit a brick wall with the teaching we can still find an exit route with a degree for them. (*Programme Leader, BEd*)

9.12 Discussion and Implications

Factors shaping existing ITT provision and the overall aims of ITT

Striking in these findings is the apparent lack of a shared understanding concerning course design and goals among different programme personnel in some ITT providers (cf: Mansfield, 1986; Tomlinson and Swift, 1992). Whatever the quality of individual elements of an ITT programme, and however coherent the design in the programme leader's mind, without a coherent intellectual story shared by all programme personnel, student teachers are likely to find aspects irrelevant and to fail to see the links between these aspects. Findings reported in earlier chapters show this to be the case for some trainees. Whilst in part this is an issue to be addressed through partnership endeavours, it necessitates initially an acceptance of its importance, and data from this study might help to raise awareness of this. There are resource implications, therefore, for **ITT providers,** as well as **policy-makers,** if time and opportunity is to be made to develop, in partnership and with all programme personnel, a coherent and shared 'story of our course', underpinned by both current theoretical frameworks of teacher learning (beyond the

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'reflective practitioner' model and including socio-cultural and skill theory perspectives, for example) and statutory requirements.

QTS Standards

These findings suggest that not all the programme personnel interviewed share the same view of the role of the Standards either in shaping their courses, or more practically, in working with individual trainees, and as such, may be explanatory of earlier findings with regard to student teachers' views of the Standards. In addition, given that the Standards represent an effort at the level of policy to ensure parity of outcome across all routes and programmes and for all trainees, these findings must be of some concern. They are nonetheless explainable by, for example, reference to the educational change literature (e.g. Hoban, 2002; Fullan, 1999; Wedell, 2003) which indicates that new policy can not automatically guarantee the changes in beliefs and mind-sets which, on the other hand, are more likely to result in effective changes in practice. What is needed are normative, re-educative efforts, and these again have resource implications for both **policy,** as well as **ITT providers**.

Course content

Among those findings relating to ITT course content, four issues merit discussion. Firstly, the complexity of the rationale for the 'away from school' elements of programmes, in comparison with the simpler rationales for the school-based elements, is noteworthy. If equally complex rationales have not been advanced for the school-based elements of programmes, it suggests that the thinking may not be there. If the thinking is not there, then the most may not be being made of the learning opportunities provided by student teachers' in-school experiences. This again suggests the need for the development of coherent shared course stories and rationales.

Although programme personnel mention some of the areas revealed by findings reported earlier as of concern to student teachers, there are interesting differences. With respect to the post-ITT future for student teachers, reported trainees' concerns were largely to do with the immediate future, whereas programme personnel seem to hold a more long term view. These findings have implications for **providers** and suggest the need to address both perspectives.

In addition, with respect to the issue of 'classroom management', only a minority of programme personnel (and more school-based mentors than personnel from the other two groups) identified this as an issue for trainees. This, given trainee data on this topic, suggests that some programme personnel might be unaware of the actual concerns of their trainees. In addition, where data did reveal that a tutor was aware of such concerns, it nonetheless indicates that an original plan (addressing the classroom management concern much later in the programme) was followed. This suggests that there may also be a need for development opportunities for some **programme personnel** and / or the need for **providers** to ensure that course planning is sufficiently flexible to allow tutors to be responsive to student teacher concerns as they arise.

Finally, and continuing the topic of flexibility and responsivity, the comparatively small number of personnel who discussed flexibility within programmes in order to take account of differences between individual trainees is notable. Also notable (especially in light of the finding reported above regarding 'institutional history' as a shaping factor in some 'older' programmes) is the fact that the majority of those who discussed flexibility were from the 'newer' routes. This suggests that those new to teacher education, or who have the opportunity to start from scratch in building their programme, may be more able to integrate up-to-date thinking into their programme design and implementation than those who might be charged with making revisions to already existing programmes, staffed by personnel with long-established ways of thinking about ITT. The implications of these findings centre on the need to support **ITT providers** and **programme personnel**, through opportunities for development and time, in developing flexible programme planning, as well as responsive provision at the level of implementation.

Schools and partnership arrangements

Differing perspectives on the ways in which partnerships are enacted suggests, again, a certain fragmentation and a need for further efforts to create genuine partnerships in which ways are found to combine, accept and cater for, the differing views, needs and aspirations of the different partners. Having said that, these findings might be explained, at least in part, by other findings relating to the difficulties encountered by some providers in finding appropriate schools with whom to enter into partnerships.

School-based mentoring

Striking in the findings on school-based mentors reported in this Chapter are those relating to mentor 'training'.[247] Such provision, as described, seems to relate largely to administrative induction, followed by periodic programme or policy updating. Trainee data reported earlier suggest that a limited, and perhaps not always appropriate, range of mentoring strategies are employed (see Chapter 4), and amongst findings from programme personnel data, no mention is made, for example, of opportunities for mentors to learn about and develop skills for a range of strategies for post-lesson discussions or for supporting planning or observations (although by bringing mentors together, these issues may well be addressed informally at some level). In addition, it would seem that many school-based mentors are not always able to access such training as is currently provided.

If the crucial role of mentoring is to achieve its potential, then real development opportunities are essential. As previously discussed, being a 'good' teacher is necessary, but by no means sufficient, for being a mentor. The implications, therefore, are for real time to be committed for mentor development, which, in turn, has both human and financial resource implications. The findings relating to turnover of mentors might in part be attributable to a lack of sufficient support for teachers who are new to the mentoring role. If, having been a good and successful teacher, a mentor has a low sense of efficacy as a mentor, and given (as further findings indicate) that the role creates additional pressures (of time and divided responsibilities), then the reported high turn-over of mentors, although highly undesirable in terms of both the development of shared understandings and the development of mentoring expertise, is unsurprising.

These and other findings provided in this report also suggest a potential need for official recognition of the status, responsibility and commitment of mentors through, for example, salary incentives perhaps linked to formal qualifications and CPD provision, in addition to the provision of adequate time for mentoring and mentor development.

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[247]Whilst as suggested earlier there are variations in the use of the term 'mentor', here we refer to those school-based teachers (not always called mentors) who are involved in the one-to-one support of student teacher learning.

Programme personnel's perceptions of the effectiveness of different ITT routes

We have seen in this Chapter that programme personnel hold well-formed views about the relative merits and demerits of the different ITT routes. Implications of such findings include the potential need for **providers** of different ITT routes: (a) to address the public (within the profession, at least) perception of those routes; and (b) to ensure that the perceived disadvantages of particular routes are not realised, while seeking to ensure that the perceived advantages of those routes are in fact realised. Other viewpoints expressed in this context, such as those relating to the suitability of certain routes for prospective entrants with particular characteristics, may also have implications for the recruitment and selection of applicants.

Retention in ITT

Analysis of reasons given by student teachers for withdrawing from their ITT courses (reported in Chapter 8), suggested that these were often related to their school-based experiences, the perceived levels of support they received, their course content and structure, and personal circumstances. Notably absent from data on the views of programme personnel on this issue, is any mention of the possibility that course provision might have been inappropriate as regards levels of support, course structure or pedagogic strategies employed. This may be because personnel are in fact unaware that some responsibility for trainees' withdrawal might lie with them or their programme, or because they were reluctant in the interview for this study (the context and importance of which they understood), to reveal any doubts they may have had about their or their programme's possible role in the withdrawing trainees' decisions. The implications of these findings centre on the need for **ITT providers** to ensure that they are fully aware of *all* the factors contributing to the withdrawal of trainees from their individual programmes, and to take action on any discoveries relating to support, pedagogy, and / or course structure.

10 General themes and conclusions

10.1 Introduction

In this chapter we report the results of the integrative analysis (see Section 2.4.3 above) of findings reported in Chapters 3-8. In doing so, we first provide an indication of the relative degree to which student teachers' experiences are differentiated by the ITT route which they follow, by the phase of0 education in which they are seeking to teach, by their gender, age and ethnicity, and by the positions and viewpoints they reported holding prior to beginning their ITT programmes.

Secondly, we highlight a number of general themes which we have identified as core features of the experience of being a student teacher, irrespective of the ITT route followed, or of phase, trainees' gender, age, ethnicity or preconceptions. In doing so we revisit the themes which we had identified through the integrative analysis of 'Wave 1' data as being core features of the experience of *becoming* a student teacher,[248] and discuss the extent to which these themes (identity, relationships, relevance and emotion) are present and may have been subject to change in relation to student teachers' experiences of *ITT as a whole*. We also highlight a small number of additional themes which have emerged either as characteristic of the process of becoming a teacher or as factors which appear to impact upon aspects of student teachers' experiences.

10.2 Factors differentiating student teachers' experiences of ITT

We have seen from the findings chapters (3-8) above that student teachers' accounts of their experiences of ITT were differentiated according to a number of factors, such as the ITT route they were following, trainees' age, and whether they were seeking to teach in primary or secondary schools. The overall picture which emerges from the regression analyses reported in the preceding chapters is that some such factors are better able to predict trainees' (reported) experiences of ITT than others. Most notably, ITT route was shown to produce an **independent statistically significant effect on the responses of survey participants in 11 out of the 14 questions** analysed using (binary or ordinal)

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[248]See Hobson and Malderez (Eds), 2005, pp.132-142; Malderez *et al*. (2005).

logistic regression analyses,[249] and to have the largest effects size of all the variables entered into the regression models on five of these questions, **thus proving to be a better predictor of trainees' responses, across all questions, than phase, trainees' age, gender and ethnicity** respectively (see Table 10.1).

Table 10.1: The number of times different variables had the largest effect size when employed in logistic regression models

Variable	Number of times employed in regression models	Number of independent statistically significant effects	Number of times having largest effects size
ITT route	14	11	5
Age	13	10	3
Phase	13	6	2
Gender	13	4	2
Ethnicity	13	5	0
Preconceptions	7	6	2

10.2.1 ITT route

Questions in which trainees' responses were most differentiated by ITT route include those on:

- their *ratings of the balance between the theoretical and practical aspects of their ITT programmes*, where SCITT trainees responded most positively and BEd and GRTP trainees (for different reasons) were the least satisfied (see Chapter 3, p.42-44);

- their *ratings of their relationships with teaching and non-teaching staff in schools*, where GRTP trainees gave considerably higher ratings than those following other programmes, with university-administered PGCE trainees reporting the least positive relations (Chapter 4, pp.84-85, 87-88); and

- trainees' reported confidence levels regarding whether or not they considered that *their ITT route had prepared them to be an effective teacher*, where a higher percentage of both primary and secondary GRTP trainees (68% and 65%, respectively) than those following other routes reported feeling 'very confident' – compared, for example, with 31 per cent of those following primary PGCE

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[249]Using the multinomial regression technique ITT route was found to produce an independent statistically significant effect in 13 out of the 14 questions.

programmes and 48 per cent of those following secondary PGCE programmes (Chapter 6, pp.167-168).[250]

Some of the possible reasons for, and implications of, these findings, have been discussed in Chapters 3, 4 and 6.

10.2.2 Age

Interestingly, **age proved to have an independent statistically significant effect in ten out of the 13 questions** in which it was included in the regression model and had the largest effects size on three occasions, **thus proving to be the second best predictor of trainees responses**, of all the variables employed in these analyses.

- In general, younger trainees tended to be more positive than older ones about most aspects of ITT course provision, including their relationships with their mentors (Chapter 4, pp.83-84).

- In line with the above finding, older trainees were statistically more likely to withdraw from their ITT programmes. However, older trainees (notably those over 35 years of age) were *more likely* than younger ones to report that they *expected to be working in teaching in five years' time* (Chapter 7, pp.208-209).

10.2.3 Preconceptions

Table 10.1 also shows that where a measure of respondents' prior conceptions or expectations had been entered into the regression model (e.g. Chapter 3, p.33; Chapter 8, p.218), this normally had an independent statistically significant effect, and had the largest effects size on two of the seven occasions where it was investigated. For example:

- Of all student teachers who reported that they had had an HEI-based input into their ITT programmes, those who reported in the 'Wave 1' survey that they thought that it was 'very' or 'fairly' important in an ITT programme to have

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[250]It must be remembered that such findings represent trainees' reported confidence levels and do not necessarily relate to their actual effectiveness as teachers. Indeed recent inspection evidence suggests that whilst those training via the GTP route "…were often more confident in managing pupils' behaviour than those trained through postgraduate certificate in education (PGCE) courses… GTP trainees demonstrated a narrower repertoire of teaching methods than PGCE trainees" (Ofsted, 2006: 2).

university tutors observe and give feedback on their lessons were more likely than those who had said this was 'very' or 'fairly unimportant' to report, in 'Wave 2', that they had enjoyed 'good' or 'very good' relations with HEI-based staff (Chapter 5, pp.131-132).

Other findings reported in Chapter 6 (pp.159-162) show that, for the majority of trainees, their ratings of the importance (and relative importance) that teachers possess or develop various kinds of skill and knowledge did not change between 'Wave 1' (reported pre-ITT positions) and 'Wave 2' (end of course positions). And case study data reported in Chapter 8 (p.227) suggests that some trainees' preconceptions and expectations about teaching and learning to teach were resilient and impacted in a negative way on their subsequent experience, with programme personnel also attributing some trainees' negative experience of ITT and withdrawal from their programmes, in part, to 'unrealistic prior expectations of teaching' (Chapter 9, pp.269-270).

Such findings lend weight to those of previous research which has found that student teachers' prior conceptions can impact on their experience of ITT (Wideen *et al*., 1998; Korthagen *et al.*, 2001), and support recommendations for teacher educators to assist their trainees to 'surface and examine their initial beliefs and assumptions' (Feiman-Nemser *et al*., 1989: 1; cf. Fosnot, 1996; Edwards and Ogden, 1998; Hobson *et al*., 2006).

10.2.4 Phase, gender, ethnicity and provider

Those factors whose relative impact on, or association with, trainees' overall experience appears to be less marked than others, nevertheless appear to have particular relevance to certain aspects of student teachers' experience. For example:

- **whether or not trainees were training to teach in primary or secondary schools proved to be the single best predictor of student teachers' ratings of the support they received during ITT**, with 43 per cent of secondary respondents stating that the support they received was 'very good', compared with a relatively low 31 per cent of primary respondents (Chapter 3, pp.34-35);

- respondents' **gender had the largest effect size on**: (a) the question of **trainees' ratings of the assessment of their teaching**, where primary female respondents were significantly more likely to give positive ratings of their assessments than primary males (Chapter 4, pp.94-94); and (b) the question of **whether or not trainees reported completing or withdrawing from their ITT programmes**, with primary males significantly less likely to complete / more likely to withdraw (Chapter 8, p.219);[251]

- trainees' ethnicity had an independent statistical effect on four questions, mostly to do with their relationships with significant others, with **trainees from minority ethnic groups less likely to report positive relationships with teaching staff, non-teaching staff and peers** (Chapter 4, p.86, 90; Chapter 5, p.128) and (perhaps to some extent in consequence) less likely to report that they expected to be in teaching in five years' time (Chapter 7, p.209).

Whilst we must remain cautious due to sampling issues and the fact that it was not possible to enter the variable into the regression model, there are also indications that **student teachers' experiences were differentiated, in some cases markedly, according to the particular ITT programme that they were following**, and (within the secondary phase) according to their specialist subject studied. For example, in relation to ITT provider:

- statistically significant differences were found between the responses of trainees from different primary BA/BSc QTS providers on the question of their relationships with school-based mentors (Chapter 4, p.82);

- statistically significant differences were found between the responses of trainees from different university-administered PGCE (secondary phase) providers regarding the clarity of links between the theoretical and practical elements of their training (Chapter 3, p.49); and

- there were statistically significant differences between the number of trainees following secondary-phase PGCE programmes with different providers who reported that they had completed or withdrawn from their ITT (Chapter 8, p.217).

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[251]There were no significant gender differences on either question amongst secondary trainees.

We would thus suggest that further research might fruitfully be conducted in this area, whilst we also suggest that these tentative findings reaffirm the importance of individual people (their personalities, characteristics and skills) and of relationships (see Section 10.3.1 below) to the whole enterprise of becoming a teacher, with consequent implications for the appointment and selection of programme personnel and for the provision of substantial and appropriate development opportunities for programme personnel. Suggestions relating to the focus of such provision have been made on many occasions throughout this report, for example, in Chapters 3, 4 and 5 (discussion and implications sections).

10.2.5 Understanding differentiation of experience

What the findings presented above suggest is that student teachers' experiences of ITT are the result of a complex interplay of factors including the nature of the ITT route and programme they are following and what individual trainees 'bring' to those courses in terms of both their prior conceptions and personal characteristics such as age, gender and ethnicity, which will impact upon their relationships with the significant others (including teacher educators, pupils and other teachers and non-teaching staff in schools) with whom they come into contact during their ITT. The conclusion is that 'one size' of ITT does not 'fit all', and that those people responsible for the training and development of student teachers need, as far as is practically possible, to be sensitive to the variety of issues highlighted here and to be responsive to the unique characteristics of the individual trainee.

Fortunately, however, whilst all those embarking upon initial teacher preparation programmes are unique and will experience even similar courses in different ways as a result of this, our data also reveal that there are a number of core features of the experience of ITT which appear to be common to all or most student teachers, and which policy-makers, ITT providers and individual teacher educators can take account of and be responsive to. We now turn to deal with these general themes.

10.3 Core features of student teachers' experiences

Four main themes were found to cut across much of the data reported in Chapters 3-9 above and were found to be characteristic of the experience of student teachers following all ITT routes, of trainees following both primary and secondary programmes in a range of providers, of both genders, and of all age and ethnic groups. These themes are:

(1) the central importance of relationships in ITT;

(2) student teachers' concern with the 'relevance' of course provision;

(3) the emotional journey through which student teachers invariably pass; and

(4) trainees' preoccupations and concerns, in a variety of respects, with the notion of teacher identity.

One additional theme, which is not as prominent in the data as those features listed above but which appears to be central to the experiences of some (perhaps a significant minority of) trainees, relates to the importance of possessing a certain degree of freedom or autonomy. And two themes were also identified, via the integrative analysis process, as factors which are perceived (by both student teachers and programme personnel) to affect or impact on a number of aspects of student teachers' experiences. These are: (i) the element of 'lottery', relating chiefly to the schools in which student teachers undertake their ITT or their 'block placements'; and (ii) issues relating to time and paperwork.

We address each of these themes in turn, though we also draw the reader's attention at this stage to their inter-related nature.

10.3.1 Relationships

In the first phase of the 'Becoming a Teacher' project we discovered that past, potential and actual relationships with a range of people were central to the experience of becoming a student teacher. 'Wave 2' data suggest that student teachers' relationships with a range of significant others, particularly school-based mentors, other teachers and pupils in their placement schools, were in fact central to the whole experience of ITT. Actual and anticipated future relationships with such people were also referred to by trainees as important factors which influenced their thinking about whether or not they wished to remain in the teaching profession (see Chapter 8) and (for those who did) about what types of schools they preferred to work in (see Chapter 7, e.g. pp.183-184).

While this theme remains as apparently salient in 'Wave 2' as in 'Wave 1', differences between the two waves were noticeable with regard to an increased focus at 'Wave 2' on professionally productive relationships, in addition to the personally supportive relationships which were the primary focus in 'Wave 1'.

In these data, there appear to be four main features of the importance of relationships in student teachers' experiences:

- Firstly, it is important to student teachers that they 'get on' with the people that they are working with, including their teacher colleagues and pupils (see, for example, Chapter 4, p.67, 71; Chapter 7, pp.183-184; Chapter 8, p.225).
- Secondly, a key element of student teachers' experience in schools is the extent to which they perceive that their mentors and others (especially school-based colleagues) are helpful and supportive in their quest to become a teacher (e.g. Chapter 3, p.39; Chapter 5, pp.105-106), including the extent to which they (trainees) are provided with access to more experienced colleagues' resources to assist their planning.
- Thirdly, many student teachers provided indications that their experiences were more or less positive relating to the extent to which they felt that their school-based experiences had been characterised by collaboration, cooperation and teamwork (Chapter 4, pp.68-70), in which they had been able to contribute to joint endeavour, and by the extent to which they had felt part of a community (Chapter 4, pp.67-68; Chapter 8, p.225-226).
- Fourthly, student teachers' relations with significant others at home were also important in a number of respects, both in relation to the provision of support on the one hand and in relation to work-life balance issues on the other (e.g. Chapter 8, p.229).

Evidence in our data of the centrality of relationships to student teachers' experiences of ITT confirms the findings of other studies (e.g. Hayes, 2003; Hascher *et al.,* 2004;

Younger *et al.,* 2004) and supports our earlier recommendations that: (1) ITT programmes should include an explicit focus on issues such as how to form and maintain cohesive and productive learning groups; (2) teacher educators (including tutors and mentors) need to model appropriate strategies for dealing with these issues and challenges, in order to facilitate trainees' experiential (if unconscious or implicit) learning; and (3) all teachers in schools who receive student teachers should have opportunities to prepare themselves for their part in providing a supportive and collaborative school ethos (Hobson and Malderez (Eds), 2005: 133-135; cf. Oberski *et al.,* 1999; Hoy and Spero, 2005).

10.3.2 Relevance

A second theme which was apparent in much of the data on trainees' prior conceptions and early experiences of ITT concerned the perceived relevance of different aspects of course provision to the endeavour of teaching or of learning to teach. Again, when talking (in the 'Wave 2' interviews) about their experiences of ITT as a whole, the majority of case study trainees raised the issue of relevance, in relation to aspects of course provision, without specific prompting by the interviewer. Most commonly, it was HEI-based components of ITT programmes (for those trainees who experienced such elements e.g. Chapter 5, pp.115-117) and what they saw as the 'theoretical' elements of course provision (Chapter 3, p.34), including written assignments, which trainees considered to be less relevant. The notion of relevance appeared to relate to the extent to which aspects of course provision were perceived by trainees as having, potentially or actually, a clear practical utility in familiar and imagined teaching and learning contexts (notably school classrooms).

Thus, as we saw in Chapter 3 (p.41), 14 per cent of survey respondents indicated that, in their view, the links between the theoretical and practical aspects of their programmes were 'often not clear', with one per cent stating that such links were 'never clear' and just 18 per cent stating that they were 'always clear'. Those elements of course provision which tended to be regarded as more 'relevant' included work undertaken in relation to classroom management and trainees' subject specialisms (e.g. Chapter 3, pp.24-25), whilst another feature of the perceived relevance of aspects of ITT provision relates to the

responsiveness (or, in some cases) lack of responsiveness of ITT programme personnel to student teachers' specific situations and needs (e.g. Chapter 3, p.24; Chapter 8, p.228).

As we reported in relation to 'Wave 1' data, one of the explanations of why elements of course provision are perceived by student teachers as more or less 'relevant' relates to the sequencing of course content and the pedagogies used to enable trainees to see the connections between their studies and their life and work as a teacher (see Hobson and Malderez (Eds), 2005: 1-3, 99, 137-139). Such findings are supported by 'Wave 2' data (e.g. Chapter 5, pp.109-110). As one student teacher explained, some elements of her ITT curriculum were 'better in preparing me for the placements', whilst others were better understood 'after I'd been in school' (Chapter 5, p.110). Of course, the most appropriate sequencing of elements of course provision may vary from one trainee to another, which takes us back to the issue of responsiveness but which also raises questions of practicality in relation to course provision, especially in larger ITT providers where there is perhaps less flexibility and therefore less opportunity to be responsive to the individual needs and different learning styles of different trainees.

Another potential explanation for trainees' perceptions of the lack of relevance of some elements of ITT provision is that some programmes may be 'fragmented' (Goodlad, 1990; Smagorinsky *et al*., 2003) – that is, they may lack coherence, shared understandings, and / or effective forms of communication between different programme personnel. There are indications in 'Wave 2' data from both student teachers and programme personnel that, for at least some providers, this appears to be the case (e.g. Chapter 5, p.114, 115), perhaps none more so than in claims by some trainees that there was an absence of a 'link' between HEI-based and school-based input into their programmes (Chapter 8, pp.226-227), than in reports that some teachers in schools suggested that trainees 'take no notice of all that theory' (Chapter 8, p.227), and than in the contrasting explanations given by different 'partners' in the same ITT programmes for why their courses take their present forms (Chapter 9, p.241). Evidence that different programme personnel (notably mentors and programme leaders / subject tutors) tend to hold different conceptions and understandings of the role of the mentor (Chapter 9, pp.258-260) also suggests a lack of shared understanding.

Part of the explanation for fragmentation may be found in the evidence of a high turnover of mentors (Chapter 9, pp.256-257), which militates against the development of shared understandings and a coherent programme. As suggested in Chapter 9, all of this suggests a need, both at policy and individual programme levels, to seek to facilitate more effective forms of partnership (cf. Furlong *et al.*, 2006).

10.3.3 Emotion

We have previously reported that student teachers' early experiences of ITT were, in many cases, highly emotional experiences.[252] An examination of 'Wave 2' data reveals: firstly, that there is a slightly less widespread use of emotive language by (case study) trainees in talking about their (overall) experiences of ITT; and secondly, that trainees appear to be less surprised at experiencing emotional responses to the process of learning to teach. This suggests that there is a taken-for-granted (learned) appreciation, on trainees' part, that becoming a teacher is an emotional experience.

This is not to suggest, however, that student teachers' experiences of ITT as a whole involve any less of an emotional journey than appeared to be the case when they were beginning their ITT courses, and a range of both positive, negative and mixed emotions were in fact expressed by trainees reflecting on their experiences. Positive emotions, including feelings of satisfaction and enjoyment, were expressed, for example, in relation to relationships with pupils (e.g. Chapter 4, p.71), in relation to their perceptions of pupil learning (Chapter 4, p.73), and in relation to support and reassurance from their mentors or host teachers, who were sometimes said to have boosted trainees' confidence or to have 'kept them up' (e.g. Chapter 4, p.72).

A range of negative emotions ('demoralising', 'disconcerting', 'plummeting confidence', 'feeling inadequate', 'panic attacks', 'floods of tears') were also expressed by numerous trainees, in relation to other (and sometimes similar) aspects of their experiences of ITT, including, for example, a perceived lack of support from mentors, mentors' and tutors' assessment of their teaching, and the ways in which some tutors and mentors provided them with 'feedback' (e.g. Chapter 4, pp.75-76, 77-78; Chapter 8, p.225, 227, 228). And whilst some trainees expressed 'concern' at not yet obtaining, and others 'relief' and

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[252]See Hobson and Malderez (Eds), 2005: 139-140; Malderez *et al.*, 2005.

'excitement' at obtaining, teaching posts (Chapter 7, pp.176-177), a range of anticipatory emotions were also expressed by a number of student teachers in relation to taking up their first posts, including feelings of 'apprehension', 'worry' and 'terror' about, for example, workload and pupil discipline (Chapter 7, p.190).

As suggested in our earlier report (Hobson and Malderez (Eds), 2005: 140), implications of these data include the need for both ITT and new teacher induction programmes to provide effective support which might help trainees and beginning teachers to navigate these emotionally-charged stages (cf. McNally *et al*., 1994; Hayes, 2003). ITT and induction tutors need to take emotional states into account when assessing the needs of trainees and beginning teachers, and should have appropriate strategies both for responding to these and for maintaining trainees' confidence and self-efficacy, which have been linked with retention and effective teaching, respectively. Recognising that all this is easier said than done, these suggestions lend further support to calls for the effective selection, preparation and formal recognition of mentors, and for development opportunities for non-school-based ITT and induction programme personnel.

10.3.4 Teacher identity

We have previously shown that many of those embarking upon a programme of initial teacher training demonstrate a preoccupation with the idea of self as teacher or with what some writers have termed 'teacher identity' (e.g. Edwards, 1998; Flores and Day, 2006). Data generated via our interviews with student teachers who were completing their ITT demonstrated a continued sense of concern, amongst many student teachers, with their identities (and, in some cases, with their lack of identity) as teachers. For example, some trainees referred to their developing sense of 'being a teacher' and what factors had contributed to this (Chapter 5, p.111), some stated that they felt they had 'become a teacher' (Chapter 6, p.144) or undergone the 'transition from trainee to member of staff' in their ITT year (Chapter 7, p.188), and some talked about the nature of the 'teacher' that they have become (Chapter 6, p.137). Some trainees talked about the notion of teacher as 'actor', whilst others talked about the notion of teacher as self (Chapter 6, p.145). And some of those who did not complete or who deferred completion of their ITT programmes talked about 'not being as good a teacher as they had hoped' and not being 'cut out' to be a teacher (Chapter 8, p.225, 228).

Some case study trainees indicated that they were looking forward to the induction year on the grounds that they could 'ditch the student teacher tag' and be a 'full teacher' or a 'real teacher', and they highlighted some of the things that they felt would help them make such a transition, such as 'being more responsible' and 'having their own class' (Chapter 7, pp.189-190). Others indicated that they would not regard themselves as 'proper teachers' until they had successfully completed their induction year (Chapter 7, p.190).

One way in which trainees' concerns with the nature of teacher identity appears to have developed since their early experiences of ITT is that, in addition to a preoccupation with how or whether they see themselves as teachers, as detailed above, many trainees who were completing their ITT programmes also demonstrated a concern with how others treat them, notably whether they were being treated 'with respect', 'as professionals' or 'like a teacher' (Chapter 4, p.68; Chapter 8, p.223), which may be influential in reinforcing or altering trainees' self-image.

Whether or not trainees and beginning teachers see themselves as (or becoming) 'proper teachers' and, related to this, their self-efficacy, can be important, especially in relation to retention / withdrawal. Again, ITT and induction tutors / mentors have a valuable role to play in this regard, in monitoring levels of self-efficacy, and providing appropriate reassurance. Such timely reassurance might help trainees avoid detrimental losses of confidence and 'downwards spirals', such as that described by the student teacher in Chapter 8, p.230 who decided to withdraw.

10.3.5 Student teacher autonomy

The desire for autonomy amongst student teachers – that is, the freedom to make their own decisions about, for example, their teaching and planning – did not emerge from our analyses of 'Wave 1' data to be a feature of student teachers' preconceptions, expectations or early experiences of ITT. Nor has this been suggested by previous research literature to be a major feature of student teachers' experiences of *initial* teacher preparation in general. An examination of previous research findings suggest that beginner teachers' desire for greater freedom and control regarding both teaching and

opportunities for professional learning tend to come to the fore in the induction year (the first year of teaching) or beyond (Oberski *et al.,* 1999; Flores, 2004; Kwakman, 2003; Moor *et al.,* 2005).

Nevertheless, whilst a concern with their autonomy did not appear to be a major concern for the majority of student teachers in our sample, a minority of trainees did express some regret at not having enjoyed greater freedom or autonomy during their ITT. The main issue here was that some trainees felt constrained in their ability to teach 'in their own way' and were frustrated by and critical of school-based mentors who they perceived as wanting to produce 'clones of themselves' (Chapter 4, p.76). On the other hand, some trainees spoke in positive terms about being allowed the freedom to experiment or to develop their own teaching style (e.g. Chapter 4, p.67, 73; Chapter 5, p.111).

In a similar vain, some student teachers expressed a hope that their induction mentors would allow them sufficient space to develop their own teaching style (Chapter 7, p.192) whilst, more optimistically, others looked forward to their post-qualification years on the grounds that they would be able to make their 'own rules rather than following somebody else's', or, 'as real teachers', would be able to 'change things and be flexible' (Chapter 7, p.188).

One implication of these findings is the need for school-based mentors to encourage trainees, when they are ready – when, for example, they have advanced beyond their initial concerns with behaviour management (Hobson and Malderez, (Eds) 2005: 33-34, 77-80; cf. Capel, 2001) – to be more autonomous and to search for and develop their own style of teaching and of being a teacher. Another implication is that mentors need to have the capacity to support trainees' development of the requisite skills for making informed and professionally responsible, autonomous decisions. Our findings may thus have implications for the provision of, content of, and recruitment to, mentor training and development programmes.

10.3.6 'Lottery' and the individual school factor

Data relating to a number of the themes reported in Chapters 3-9 above suggest that one of the factors which impacts on student teachers' experiences of ITT is that of 'lottery' or

luck, which appears to be most marked in relation to the placement schools in which trainees find themselves and, more specifically, in relation to the particular teacher mentors that they are allocated within those schools. As we saw in Chapter 4, some trainees talked about being 'very lucky' in being paired with particular mentors (p.69) or because their placement schools 'had really good mentor systems' (p.69). Other student teachers perceived that the (e.g. challenging) circumstances of schools and particular classrooms in which they were placed were inappropriate to their needs as trainees (Chapter 4, pp.74-75).

We saw in Chapter 8 that some trainees' felt that the outcome of the assessment of their teaching was also dependent to some extent on the placement schools in which they found themselves and that there was a lack of consistency in this regard across schools and across mentors (pp.226-227), whilst a small number of trainees following HEI-school-based partnership programmes suggested that their schools did not always provide those elements of course provision which they were supposed to provide, such as weekly meetings to discuss 'professional studies' (Chapter 8, p.227).

Some trainees also suggested that they encountered difficulties of meeting some of the Standards or of developing competence in relation to some of these, given the contexts of particular schools or the opportunities available within some schools (Chapter 3, p.27). For example, one trainee reported difficulties of gaining experience with EAL pupils in some schools (Chapter 6, p.140). Other (secondary) trainees felt that they were not adequately prepared to teach post-16 students, mainly on the basis that they had not been able to gain much (or in some cases, any) experience of doing so (most notably teaching A level) in their placement schools (e.g. p.140).

Evidence from interviews with non-school-based programme personnel suggest that a number of programme leaders and subject tutors share the concerns of some trainees that school placements could be a 'hit or miss affair' and that some student teachers were 'unlucky' in this regard (Chapter 9, p.255, 271). Those data suggesting that some HEIs and DRBs have problems in the recruitment of 'partner' schools and / or that they have little or no say in the appointment or selection of school-based mentors, may go some way towards explaining why student teachers' experiences may be partly dependent upon 'luck'. Implications of these data might suggest: (1) a need for a further drive to

encourage more schools to be involved in ITT and to see the potential implications of such involvement for beginning teachers and for themselves; and (2) a need to provide greater incentives to schools and to school-based mentors for contributing to the effective initial preparation of the next generation of teachers.

10.3.7 Time and paperwork

Lastly, there are numerous indications, in the accounts of both student teachers and programme personnel, that trainees' experiences of initial teacher preparation and, more generally, the effective provision of ITT, are hindered by constraints relating to time and paperwork.

Firstly, we have seen that many student teachers have spoken about the long hours that they have spent working and studying during their ITT, and of the impact this has had on their family and social lives (e.g. Chapter 8, p.229, 230). One of the major contributors to this was the 'volume of paperwork required by training institutions', which has been reported to be a cause of concern by many trainees (e.g. Chapter 3, p.24; Chapter 5, p.113) and as a factor contributing to some trainees not completing their programmes (e.g. Chapter 8, p.224).

As we saw in Chapter 9, at least some programme personnel agree that the Standards and the need to have 'evidence for everything' 'creates a massive paperwork burden' which occupies 'an outrageous amount of time', and which restricts the amount of time that they are able to spend on other, potentially more valuable (developmental) work (Chapter 9, p.247).

Secondly, 'time' was perceived to be an issue not just for student teachers but also for their school-based mentors and other teachers who potentially contribute to their development. Many trainees bemoaned the lack of time that their mentors were able to give to them (e.g. Chapter 4, pp.76-77; Chapter 8, p.225), and some trainees indicated that they were reluctant to ask teachers in their placement schools for help because they appreciated how busy they were (Chapter 8, p.228). Other (perhaps 'luckier') trainees appreciated the time their mentors had been able to give them (Chapter 4, p.70). The point is strengthened in the programme personnel interview data, where the provision of

more time for school-based mentors to devote to this aspect of their work was high on many teacher educators' wish lists (Chapter 9, pp.261-262).

The third way in which our research participants suggested that 'time' was an issue in relation to initial teacher preparation was in relation to the duration of some programmes. Most notably, some teacher educator interviewees felt that one-year ITT programmes (effectively 8-9 months in most cases) were too short to 'equip trainees with the range of sophisticated skills they need', with some suggesting that longer programmes would allow more reflection time for trainees or more time for 'things to sink in' (Chapter 9, p.264). There appears to be some support for this in data from the case study interviews with trainees, with some suggesting that they felt that there were limits to what they could have learned or their ITT programmes could have taught them 'within the time available' (Chapter 3, p.23).

Some of these findings may also go some way towards explaining other findings in the trainee data, such as the relatively less positive evaluations of (one-year) PGCE provision, or the perceived lack of relevance of some elements of ITT programmes, which programme personnel may have spent more time on had they been able to do so.

Finally, some trainees did not restrict their discussions about workload, paperwork and work-life balance issues to the ITT period but also indicated that they felt that this was an issue for teachers in general and for the profession (e.g. Chapter 7, p.188, 190). Some thus appeared to confirm their earlier fears about workload being one of the main drawbacks of teaching as a profession (Hobson and Malderez (Eds), 2005: 33-34), whilst others nevertheless expressed surprise at 'how much paperwork was involved' (Chapter 8, p.224). Some trainees were thus 'frightened' at the prospect of stepping up to 'an 85-90 per cent timetable' in their induction year (Chapter 7, p.190).

It should be acknowledged that the government has recognised some of these issues and has taken relevant measures through Workforce Remodelling.[253] If successful, such measures might do much to boost teacher motivation, which has been linked with teacher

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[253]E.g. Raising Standards and Tackling Workload: A National Agreement (2003).

effectiveness (Day *et. al.*, 2005), and to improve retention. We watch this space with interest.

10.4 Next steps

The next stages of the *Becoming a Teacher* project will explore how some of the issues identified in this report may relate to and interact with our research participants' subsequent experiences as beginning teachers, and with their subsequent decisions about teaching, including whether or not to remain in the profession.

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APPENDIX A

Different ITT Routes

- **Postgraduate HEI-administered programmes (PGCE and Flexible PGCE)**

These programmes include both a substantive HEI input and an extended period of school-based preparation, normally in the form of two or three block placements. Trainees achieve an academic qualification (a Postgraduate Certificate in Education [PGCE]), in addition to Qualified Teacher Status (QTS). Programmes typically last for one academic year (full time), or five or more academic terms (Flexible PGCE), and applicants must hold a first degree or equivalent. In the majority of cases, to train as a secondary school teacher, trainees must hold a degree relevant to the subject they are to teach, or, if their degree is a non-related subject, have substantial experience relevant to the subject. There can be greater flexibility at primary school level with regard to subject specific experience.

- **Undergraduate HEI-administered programmes (BA/BSc QTS; BEd)**

These programmes allow trainees to achieve a Bachelors' degree – either in a specific curriculum subject (BA/BSc) or in education (BEd) – as well as QTS. There are variations in the length of time required to complete BA/BSc QTS and BEd programmes. Traditionally these programmes last for three and four years respectively, though the length of programmes is becoming more variable, with institutions offering two, three and four year programmes. Shorter two-year programmes appear to have been designed for entrants with professional qualifications equivalent to degree level study. Trainees are able to build on their existing qualifications in order to gain a formally recognised degree, as well as achieve QTS. Programmes include substantive HEI input and in-school experiences.

- **School-Centred Initial Teacher Training programmes (SCITT)**

In the SCITT route a single school or a consortium of schools is primarily responsible for a programme of initial teacher training. Depending on the

training provided, trainees may achieve solely QTS, or may have the opportunity to gain an additional academic qualification, namely a PGCE. Programmes typically last for one academic year, and as with HEI-based postgraduate programmes, applicants must normally hold a Bachelors degree relevant to the subject they wish to specialise in (or at primary level, relevant to the primary national curriculum.

- **Employment-based programmes: Graduate Teacher Programme (GTP) and Registered Teacher Programme (RTP)**

In the GTP trainees take-up a salaried teaching post and achieve QTS while in-post. Generally, employment-based routes offer QTS only, and typically last for one academic year. Applicants must have a first degree in a subject relevant to their teaching specialism. By contrast, the RTP is open to those who do not yet hold a degree but have qualifications equivalent to the first two years of Bachelor's degree study. Typically, the RTP is a two-year programme during which trainees will be employed in a teaching post whilst also completing a further year of degree-level study on a part time basis. In both instances, prior to starting their training, trainees must develop an 'individual learning plan'. This sets out what individual trainees need to achieve in order to meet the Standards.

For both Graduate *and* Registered Training Programmes, schools may pay trainees at the rate for either qualified or unqualified teachers, and (the school) may receive a grant, from the TDA, of (presently) up to £13,000 towards the costs of employing the trainee, and a grant of (presently) up to £4,000 per annum to cover the cost of training.

APPENDIX B

This appendix presents details of the logistic regression results reported in Chapter 3. Four different regression models are presented in Table B1. The first model (reported in Section 3.7) examines the effect of ITT route, gender, educational phase, age and ethnicity (explanatory variables or predictors) on trainees' ratings of the support they received during training (outcome variable). The other three models examine, in turn, the effect of the same explanatory variables on trainees' ratings of the balance between the theoretical and practical elements of their programmes (Section 3.8.1), their ratings of the clarity of the links between theory and practice (Section 3.8.2) and their responses to the question of whether, with hindsight, they would choose the same route again (Section 3.9). Additionally, a number of other explanatory variables were selectively added to the models, based on trainees' responses to 'Wave 1' survey questions which we hypothesised might be related to their school-based training experiences. The full list of explanatory variables can be found in Table B2.

A 'backward method' was applied in all regression models, which entailed all explanatory variables being simultaneously included in each model at a first step and being removed, in turn, where they did not have a significant effect on how well the model fitted the observed data. The first predictor removed was the one with the least impact on how well the model fitted the data. The second was the next least influential variable and so on.[254] Only statistically significant predictors were retained in the final models (highlighted with an asterisk in Table B1). Interactions were also examined, selectively. If an interaction was statistically significant, the main effects were also retained, even if they did not exert any statistical influence on the model.

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[254]The Wald statistic has been used as a removal criterion and all predictors with a probability value greater than 0.05 were systematically removed from the respective models. Although the Wald method is sometimes considered to be unreliable and likely to lead to a 'type II error' (i.e. an error of statistical inference when one fails to reject a false null hypothesis), it generally works well with large samples (like the one used in this study), giving similar results to the likelihood ratio method (*see* Field, 2005; Plewis, 1997).

Given the nature of the outcome variables, an ordinal logistic regression has been applied in the first model (column two of Table B1) and a binary logistic regression in the three subsequent models (columns three through to five). In the first regression model, the outcome variable initially had five response categories: (1) 'very good', (2) 'good', (3) 'neither good nor poor', (4) 'poor', and (5) 'very poor'.[255] This scale was reduced to comprise only three categories as follows: (1) 'very poor or poor' (2) 'neither poor nor good' and (3) 'good or very good'. This transformation was carried out because a basic assumption of the ordinal logistic regression (i.e. the proportional odds assumption) could not otherwise be met.[256]

In the second regression model presented in Table B1, the outcome variable – i.e. trainees' ratings of the balance between the theoretical and practical elements of their programmes –initially had three main response categories: (1) 'too heavily weighted towards the theoretical', (2) 'about right' and (3) 'too heavily weighted towards the practical'.[257] Although it can be argued that an ordering of these categories is possible, the first and third response categories were combined to transform this variable into a dichotomous variable. The first category encompassed student teachers who thought that the balance of elements on their programmes was 'about right' and the second category encompassed those who reported an imbalance between theory and practice (irrespective of direction). This transformation was carried out to meet the proportional odds assumption.

The third outcome variable (trainees' ratings of the clarity of the links between theory and practice) was also transformed to reduce the response categories from four to two: (0) 'always or usually clear' and (1) 'never or often not clear'. Again, this transformation was carried out in order that the proportional odds assumption could be met. Finally, in the fourth regression model presented in

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[255]The 'don't know' and 'can't generalise' categories were excluded from the analysis.

[256]For further details *see* Kaplan (2004); Plewis (1997). The proportional odds assumption is met when the test of parallel lines (see the second to last row of Table B1) gives a p-value greater than 0.05. In the first regression model depicted in Table B1, although the proportional odds assumption is met in strict mathematical terms (chi-square=19.58, df=11, p=0.051) the chi-square value is still very close to the critical value, so results should be treated with caution.

[257]The 'don't know' category was excluded from the analysis.

Table B1, the outcome variable – i.e. trainees' responses to the question of whether they would choose the same ITT route again – initially had three response categories: (1) 'yes, and with the same provider', (2) 'yes, but with a different provider' and (3) 'no'. For the purposes of this analysis, the first two categories were collapsed to transform this variable into a dichotomous variable. The first category encompassed trainees who reported that they would choose the same route (either with the same or with a different provider) and the second category encompassed those trainees who would choose a different route. This transformation was carried out because it would not have been safe to assume that there was an ordering in these categories.

For each regression model, the unstandardised logit coefficients (β) and the odds ratios (exponents of β or exp(β)) of statistically significant predictors are given in Table B1.[258] The standardised logit coefficients (beta weights) are also provided in parenthesis. It is not easy to interpret the unstandardised or standardised $β_s$ in an intuitive way and therefore, we have interpreted results on the basis of the odds ratios.

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[258]In the case of ordinal logistic regression, reference is made to the 'cumulative odds ratios'.

Table B1: Regression results

Explanatory/predictor variables	Outcome variables			
	MODEL 1	**MODEL 2**	**MODEL 3**	**MODEL 4**
	Support received during ITT (1: Poor or very poor, 2: Neither good nor poor, 3: Good or very good)	Balance between theory and practice in ITT (0: About right, 1: Too heavily weighted towards theory or practice)	Links between theory and practice in ITT (0: Usually or always clear, 1: Never or often not clear)	Would you choose the same route again? (0: Yes, 1: No)
	β, exp(β) (beta weights)	β, exp(β) (beta weights)	B, exp(β) (beta weights)	β, exp(β) (beta weights)
Gender	—	0.22*, 1.25* (0.09)	0.51*, 1.66* (0.21)	0.02, 1.02 (0.01)
25-34 years old	-0.36*, 0.70* (-0.17)	0.24*, 1.27* (0.11)	0.49*, 1.64* (0.23)	—
35-44 years old	-0.62*, 0.54* (-0.22)	0.50*, 1.65* (0.18)	0.63*, 1.87* (0.23)	0.50*, 1.65* (0.18)
45-plus	-0.80*, 0.45* (-0.17)	0.66*, 1.93* (0.14)	0.82*, 2.27* (0.17)	0.85*, 2.34* (0.18)
Phase	0.60*, 1.82* (0.30)	-0.24*, 0.79* (-0.12)	0.21, 1.24 (0.11)	-0.98*, 0.38* (-0.49)
Ethnicity	—	—	—	0.49*, 1.63* (0.13)
BEd	0.52*, 1.68* (0.15)	0.70*, 2.01* (0.20)	—	—
BA/BSc QTS	0.40*, 1.49* (0.17)	0.29*, 1.33* (0.13)	—	-0.32*, 0.73* (-0.14)
Flex. PGCE	—	—	—	-0.59, 0.55 (-0.12)
SCITT	0.94*, 2.56* (0.29)	-0.86*, 0.42* (-0.27)	-0.50*, 0.61* (-0.16)	-1.45*, 0.23* (-0.45)
GRTP	0.54*, 1.72* (0.20)	—	—	-0.87*, 0.42* (-0.32)
Importance of awareness of research findings	Not tested in this model	—	Not tested in this model	Not tested in this model
Balance of in- and out-of-school training, as reason for choosing ITT route	Not tested in this model	-0.22*, 0.81* (-0.11)	Not tested in this model	Not tested in this model

Confidence in chosen route	Not tested in this model	Not tested in this model	Not tested in this model	-0.40*, 0.67* (-0.23)
Was this route your first choice?	Not tested in this model	Not tested in this model	Not tested in this model	-0.57*, 0.57* (-0.17)
Concerns re manageability of workload	—	Not tested in this model	Not tested in this model	Not tested in this model
Concerns re discipline in classroom	—	Not tested in this model	Not tested in this model	Not tested in this model
Concerns re bringing about pupil learning	—	Not tested in this model	Not tested in this model	Not tested in this model
Concerns re sufficiency of help received for teaching	-0.31*, 0.73* (-0.14)	Not tested in this model	Not tested in this model	Not tested in this model
BEd & Phase	-2.58*, 0.08* (-0.22)	—	—	—
BA/BSc & Phase	—	—	—	0.72*, 2.05* (0.15)
Flex. PGCE & Phase	—	—	—	1.80*, 6.05* (0.24)
SCITT & Phase	—	—	—	1.12*, 3.06* (0.26)
GRTP & Phase	-0.67*, 0.51* (-0.20)	—	—	1.32*, 3.74* (0.39)
GRTP & Gender	—			-1.26*, 0.28* (-0.25)
Phase & Gender	—	—	-0.56*, 0.57* (-0.21)	—
Constant	Threshold 1 = -2.54* Threshold 2 = -1.38*	-0.78*	-2.19*	-1.95*
-2LL Nagelkerke R^2 Model chi-square Goodness-of-fit	447.64 (76.47, 11, <0.001) 0.039 **Test of parallel lines:** Chi-square=19.58, df=11, p=0.051	3082.90 0.048 87.07 (p<0.001) 4.68 (p=0.699)	2346.91 0.028 45.24 (p<0.001) 5.48 (p=0.705)	1969.69 0.074 106.93 (p<0.001) 7.37 (p=0.497)
No. of cases	**2,739**	**2,472**	**2,878**	**2,528**

Notes: 1. For each predictor, unstandardised logit coefficients and odds (or cumulative odds) ratios are given, separated with a comma.
2. Standardised logit coefficients are provided in parenthesis.
3. Statistical significance at $p \leq 0.05$ is denoted by an asterisk.

Table B2: Coding of explanatory variables

VARIABLE NAME	DESCRIPTION OF CODES
Gender	Female (0), Male (1)
Age Under 25 25-34 35-44 45-plus	 Reference group No (0) Yes (1) No (0) Yes (1) No (0) Yes (1)
Educational phase	Primary (0), Secondary (1)
Ethnicity	White (0), BME (1)
ITT Route BEd BA/BSc QTS Flex. PGCE SCITT GRTP PGCE	 No (0), Yes (1) No (0), Yes (1) No (0), Yes (1) No (0), Yes (1) No (0), Yes (1) Reference group
Importance of awareness of research findings (entered as ordinal variable)	Very unimportant (1), Fairly unimportant (2), Neither important nor unimportant (3), Fairly important (4), Very important (5)
Balance of in- & out-of-school training, as reason for choosing ITT route	No (0), Yes (1)
Confidence in chosen route (entered as ordinal variable)	Not confident at all (1), Not very confident (2), Fairly confident (3), Very confident (4)
Was this route your first choice?	No (0), Yes (1)
Concerned about manageability of workload	No (0), Yes (1)
Concerned about discipline in classroom	No (0), Yes (1)
Concerned about bringing about pupil learning	No (0), Yes (1)
Concerned about sufficiency of help received for teaching	No (0), Yes (1)

As explained in Chapter 2, in binary logistic regression, the odds ratio indicates how many times more likely trainees in a particular group are to give an answer of 1 (e.g. report an imbalance between theory and practice) compared with another group of trainees defined as the 'reference group'. If we take a look at Table B2, the reference group is the one with the lowest coding (for dichotomous variables) or the group of trainees that is explicitly defined as such (for variables with more than two categories). In the latter case, the reference group is omitted from the regression models presented in Table B1. For example, in the case of gender, the reference group is 'females', which is assigned the code of zero (0). In the case of ITT route, the reference group is 'PGCE trainees', which is the only route that is missing from Table B1. In ordinal logistic regression, the cumulative odds ratio indicates how many times more likely trainees in a particular group are to give higher, rather than lower, ratings on the outcome variable compared with the 'reference group'.

Taking the first regression model as an example, inspection of the values of the $\exp(\beta)$ reveals that a trainee preparing to teach in the secondary phase is 1.82 times more likely to give higher, rather than lower, ratings of the support received during training than a primary phase trainee (the reference group).

Additionally, a trainee who belongs to the '25-34' age group is 0.70 times more likely – which, essentially, means 'less likely', given that this value is less than one – to give higher, rather than lower, ratings of the support received during training than a trainee who is less than 25 years old (the reference group). To make it more explicit, a secondary phase trainee is 1/0.70=1.43 times less likely than a primary phase trainee to give higher, rather than lower, ratings of the support received during ITT. Likewise, a trainee from the '35-44' age group is 1/0.54=1.85 times less likely than a trainee who is 'under 25' to give higher, rather than lower, ratings of the support received during training. Overall, these results reveal that the older the trainee the less likely s/he is to give higher, rather than lower, ratings of the support received during their ITT programme.[259]

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[259]One can also infer the direction of the association between the predictor and the outcome variables by looking at the sign of the unstandardised or standardised logit coefficients. A minus sign denotes a negative association, while a positive logit coefficient denotes a positive association.

With regard to ITT route, trainees following the BEd, BA/BSc QTS, SCITT, and GRTP routes are more likely than those on PGCE courses to give higher, rather than lower, ratings of the support received during their training. Finally, trainees who had expressed a concern, in the first wave of the study, regarding the sufficiency of help they were expecting to receive for teaching during training were less likely to report higher, rather than lower, ratings of the support they actually received than those who had not expressed such concerns prior to starting their ITT programmes.

To compare the relative strength of the effects of the explanatory variables on each outcome variable, the standardised logit coefficients (beta weights) have been estimated. The larger the absolute difference between the highest and the lowest beta weights of the various dummy variables, the stronger the effect of the respective predictor, considering that the reference group always has a beta weight of zero. Therefore, in the first model, educational phase had the largest effect size, followed by the ITT route, the age group of the trainee, and whether or not respondents reported that they had been concerned (prior to beginning their ITT programmes) about whether they would get sufficient help for teaching, in descending order. A brief outline of the results of the other three regression models is provided in Chapter 3.

To compare the four regression models in terms of the overall effect that all the predictors together have on the outcome variable, one needs to look at the Nagelkerke R^2 statistic. As explained in Chapter 2, this statistic provides a measure of the extent to which all the predictor variables together explain the outcome variable and can take values from 0 to 1. A value of 0 indicates that all the predictors together do not explain any of the variation in the outcome variable, whereas a value of 1 indicates that they perfectly explain or predict the outcome.

Taken together, ITT route, gender, educational phase, age and whether a trainee had chosen a particular route because the balance of in-school and out-of-school training had appealed to them had the largest effect on trainees' responses to the question of whether they would follow the same route again (R^2=0.074). The second largest effect is observed on trainees' ratings of the balance between the theoretical and practical elements on their programmes (R^2=0.048), followed by their ratings of the support

they received during training (R^2=0.039), and their ratings of the clarity of the links between theory and practice (R^2=0.028).

As mentioned in Chapter 3, the transformation of the outcome variable in each of the four regression models to include a smaller number of response categories (compared with the original range) has reduced the magnitude of the differences between various subgroups of trainees (in other words, it has reduced the effect sizes of the various predictors). To enhance the sensitivity of each model, a multinomial regression analysis was also carried out (but not reported in full here) in which a fuller range of the original response categories was used. As expected, this technique gave larger effect sizes (R^2) for each model than the ordinal logistic regression. More specifically, the respective R^2 was 0.078 in the first model (support received during training), 0.199 in the second model (balance between theory and practice), 0.035 in the third model (clarity of links between theory and practice) and 0.077 in the fourth model (whether trainees would choose the same route again).

APPENDIX C

This appendix presents details of the ordinal logistic regression results reported in Chapter 4. Five different regression models are presented in Table C1. The first model (reported in Section 4.4.1) examines the effect of ITT route, gender, educational phase, age and ethnicity (explanatory variables or predictors) on trainees' ratings of their relationships with school mentors in their teaching placement schools (outcome variable). The other four models examine the effect of the same explanatory variables on trainees' ratings of their relationships with other teaching staff (Section 4.4.2), their relationships with non-teaching staff (Section 4.4.3), the assessment of their teaching (Section 4.5.1) and the feedback they received on their teaching (Section 4.5.2), respectively.

In all cases, a 'backward method' was applied, which entails all the explanatory variables being simultaneously included in each model at a first step and being removed, in turn, where they do not have a significant effect on how well the model fits the observed data. Only statistically significant predictors have been retained in the final models (highlighted with an asterisk in Table C1). Interactions were also examined selectively.

All the outcome variables were originally measured on a five-point rating scale. A transformation was carried out to reduce the response categories to three, namely: (1) 'very poor or poor', (2) 'neither poor nor good', and (3) 'good or very good'. This was necessary to avoid violation of the proportional odds assumption (Kaplan, 2004; Plewis, 1997).[260]

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[260] As explained in Appendix B, the proportional odds assumption is met when the test of parallel lines (see second last row of Table C1) gives a p-value greater than 0.05.

Table C1: Regression results

Explanatory/predictor variables	MODEL 1	MODEL 2	MODEL 3	MODEL 4	MODEL 5
	Relationships with school mentors	Relationships with other teaching staff	Relationships with non-teaching staff	Assessment of teaching	Feedback on teaching
	β, exp(β) (beta weights)	β, exp(β) (beta weights)	β, exp(β) (beta weights)	β, exp(β) (beta weights)	β, exp(β) (beta weights)
Gender	—	—	0.06, 1.06 (0.02)	-0.92*, 0.40* (-0.38)	—
25-34 years old	—	—	—	—	—
35-44 years old	-0.39*, 0.68* (-0.14)	—	—	-0.29*, 0.75* (-0.11)	-0.39*, 0.68* (-0.14)
45-plus	-0.77*, 0.46* (-0.16)	—	—	—	-0.62*, 0.54* (-0.13)
Phase	—	—	-0.65*, 0.52* (-0.32)	0.82, 2.27 (0.04)	—
Ethnicity	—	-0.70*,0.50* (-0.18)	-0.81*, 0.44* (-0.21)	—	—
BEd	—	—	0.75*, 1.84* (0.21)	—	—
BA/BSc QTS	—	0.60*, 1.82* (0.27)	0.45*, 1.57* (0.20)	—	—
Flex. PGCE	—	—	—	—	—
SCITT	—	0.62*, 1.86* (0.20)	0.61*, 1.84* (0.19)	0.49*, 1.63* (0.15)	0.58*, 1.79* (0.18)
GRTP	—	0.61*, 1.84* (0.22)	1.02*, 2.77* (0.37)	0.75*, 2.12* (0.28)	—
Gender & Phase	—	—	—	1.01*, 2.75* (0.37)	—
GRTP & Phase	—	—	—	-1.09*, 0.34* (-0.32)	—

BA & Gender	—	—	-0.74*, 0.48* (-0.14)		
Constant	Threshold 1 = -3.16* Threshold 2 = -2.15*	Threshold 1 = -3.66* Threshold 2 = -2.15*	Threshold 1 = -4.32* Threshold 2 = -2.39*	Threshold 1 = -3.09* Threshold 2 = -1.78*	Threshold 1 = -3.28* Threshold 2 = -2.13*
-2LL Model fit Nagelkerke R^2 Test of parallel lines	36.577 chi-square=17.34, df=2, p<0.001 0.010 chi-square=3.80, df=2, p=0.150	67.209 chi-square=31.32, df=4, p<0.001 0.021 chi-square=3.74, df=4, p=0.442	190.108 chi-square=82.01, df=8, p<0.001 0.057 chi-square=5.90, df=8, p=0.658	176.483 chi-square=41.25, df=7, p<0.001 0.023 chi-square=4.32, df=7, p=0.742	53.081 chi-square=19.62, df=3, p<0.001 0.011 chi-square=1.04, df=3, p=0.791
No. of cases	**2,966**	**3,021**	**2,843**	**2,816**	**3,026**

Notes: 1. For each predictor, unstandardised logit coefficients and cumulative odds ratios are given, separated with a comma.
2. Standardised logit coefficients are provided in a parenthesis.
3. Statistical significance at p≤0.05 is denoted by an asterisk.

Table C2: Coding of explanatory variables

VARIABLE NAME	DESCRIPTION OF CODES
Gender	Female (0), Male (1)
Age Under 25 25-34 35-44 45-plus	Reference group No (0) Yes (1) No (0) Yes (1) No (0) Yes (1)
Phase	Primary (0), Secondary (1)
Ethnicity	White (0), BME (1)
ITT Route BEd BA/BSc QTS Flex. PGCE SCITT GRTP PGCE	No (0), Yes (1) No (0), Yes (1) No (0), Yes (1) No (0), Yes (1) No (0), Yes (1) Reference group

For each regression model, the unstandardised logit coefficients (β) and the cumulative odds ratios (exponents of β or exp(β)) of statistically significant predictors are given in Table C1. The standardised logit coefficients (beta weights) are also provided in parenthesis. As it is not easy to interpret the unstandardised or standardised β_s in an intuitive way, we have interpreted results on the basis of the cumulative odds ratios. The latter indicate how many times more likely trainees in a particular group are to give higher, rather than lower, ratings on the outcome variable compared with another group of trainees defined as the 'reference group' (see Chapter 2).

If we take a look at Table C2, the reference group is the one with the lowest coding (for dichotomous variables) or the group of trainees that is explicitly defined as such (for variables with more than two categories). In the latter case, the reference group is omitted from the regression models presented in Table C1. For example, in the case of gender, the reference group is 'females' which is assigned the code of zero (0). In the case of ITT route, the reference group is 'PGCE trainees'.

Taking the first regression model as an example, inspection of the values of exp(β) reveals that a trainee who belongs to the '35-44' age group is 0.68 times more likely – which, essentially, means 'less likely', given that this value is less than one – to give a higher, rather than lower, rating of her / his relationships with school mentors than a trainee from the 'under 25' age group (the reference group). To make it more explicit, the older trainee is 1/0.68=1.47 times less likely than the younger trainee to give higher, rather than lower, ratings on this question item.

Similarly, a trainee who is 45 years old or above is 1/0.46=2.17 times less likely than a trainee who is less than 25 years old to give a higher, rather than lower, rating of her / his relationships with school mentors. Trainees in the '25-34' age group do not differ in their ratings from those who are less than 25 years old, as this variable does not appear to be a statistically significant predictor in the model. Overall, the above results reveal that older trainees tend to give lower ratings of their relationships with school mentors than younger

trainees.[261] This, in turn, could imply that older trainees are less satisfied with these relationships than their younger counterparts.

To compare the relative strength of the effects of the explanatory variables on each outcome variable, the standardised logit coefficients (beta weights) have been estimated. The higher the absolute value of the beta, the stronger the effect. Therefore, in the first model, the relative effect sizes of the variables '35-44' years old and '45-plus' years old are more or less the same, with a slightly higher effect observed in the case of the latter (beta=-0.16) rather than the former (beta=-0.14). A description of results for the other four regression models is provided in Chapter 4.

Finally, in order to compare the five regression models in terms of the overall effect that all the predictors together have on the outcome variable, one needs to look at the Nagelkerke R^2 statistic. As explained in Chapter 2, this statistic provides a measure of the extent to which all the predictor variables together explain the outcome variable and can take values from 0 to 1. A value of 0 indicates that all the predictors together do not explain any of the variation in the outcome variable, whereas a value of 1 indicates that they perfectly explain or predict the outcome.

Taken together, ITT route, gender, educational phase, age and ethnicity have a larger effect on trainees' ratings of their relationships with non-teaching staff (R^2=0.057) than on the other outcome variables. The second largest effect is observed on trainees' ratings of their assessment of teaching (R^2=0.023), followed by their ratings of their relationships with 'other teaching staff' (R^2=0.021), their ratings of the feedback on their teaching they received during training (R^2=0.011), and their relationships with school mentors (R^2=0.010).

As mentioned in Chapter 4, the transformation of the outcome variable in each of the four regression models to include a smaller number of response categories (compared with the original range) has reduced the magnitude of the differences between various subgroups

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[261]One can also infer the direction of the association between the predictor and the outcome variables by looking at the sign of the unstandardised or standardised logit coefficients. A minus sign denotes a negative association, which means that a trainee from the group coded 1 is less likely to give higher, rather than lower, ratings compared with a trainee from the reference group. A positive logit coefficient denotes a positive association, which means that a trainee from the group coded 1 is more likely to give higher, rather than lower, ratings compared with a trainee from the reference group.

of trainees (in other words, it has reduced the effect sizes of the various predictors). A multinomial regression analysis using a fuller range of the original response categories gave larger effect sizes (R^2) for each model than the ordinal logistic regression. More specifically, the respective R^2 was 0.050 in the first model (relationships with school mentors), 0.042 in the second model (relationships with other teaching staff), 0.071 in the third model (relationships with non-teaching staff), 0.045 in the fourth model (assessment of teaching) and 0.031 in the fifth model (feedback on teaching).

APPENDIX D

This appendix presents details of the ordinal logistic regression results reported in Chapter 5. Two regression models are presented in Table D1. The first model (reported in Section 5.4) examines the effect of ITT route, gender, educational phase, age, and ethnicity (explanatory variables or predictors) on trainees' ratings of the relationships they developed with other ITT trainees during their initial teacher preparation (outcome variable). The second model examines the effect of the same explanatory variables on trainees' ratings of their relationships with staff in Higher Education Institutions (Section 5.5). Additionally, a number of other explanatory variables were selectively added to the models, based on trainees' responses to 'Wave 1' survey questions which we hypothesised might be related to their HEI-based training experiences. The full list of explanatory variables can be found in Table D2.

As in other regression analyses outlined in this report, a 'backward method' was applied in both models. This entailed all explanatory variables being simultaneously entered in each model at a first step and being removed, in turn, if they did not have a significant effect on how well the model fitted the observed data. Only statistically significant predictors were retained in the final models (highlighted with an asterisk in Table D1). Interactions were also examined selectively. No interaction was found to be statistically significant.

Both outcome variables were originally measured on a five-point rating scale. A transformation was carried out to reduce the response categories to three, namely: (1) 'very poor or poor', (2) 'neither poor nor good', and (3) 'good or very good'. This was necessary to avoid violation of the proportional odds assumption (Kaplan, 2004; Plewis, 1997).[262]

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[262]As explained in previous Appendices, the proportional odds assumption is met when the test of parallel lines (see second last row of Table D1) gives a p-value greater than 0.05.

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Table D1: Regression results

Explanatory/predictor variables	Outcome variables	
	MODEL 1	**MODEL 2**
	Relationships with peers (1: Poor/very poor, 2: Neither good nor poor, 3: Good/very good)	Relationships with HEI staff (1: Poor/very poor, 2: Neither good nor poor, 3: Good/very good)
	β, exp(β) (beta weights)	β, exp(β) (beta weights)
Gender	—	—
25-34 years old	—	—
35-44 years old	-0.46*, 0.63* (-0.17)	—
45-plus	—	—
Phase	-0.29*, 0.75* (-0.15)	—
Ethnicity	-0.50*, 0.61* (-0.13)	—
BEd	—	—
BA/BSc QTS	—	0.31*, 1.36* (0.14)
Flex. PGCE	-1.12*, 0.33* (-0.22)	—
SCITT	—	—
GRTP	-0.72*, 0.49* (-0.27)	—
Being able to train alongside people in same peer group as a reason for choosing an ITT route	—	Not tested in this model
Importance of university tutors observing lessons: Neither important nor unimportant	Not tested in this model	1.09*, 2.97* (0.26)
Importance of university tutors observing lessons: Fairly or very important	Not tested in this model	1.51*, 4.53* (0.40)
Constant	Threshold 1 = -4.24* Threshold 2 = -3.03*	Threshold 1 = -1.57* Threshold 2 = -0.13
-2LL Model fit Nagelkerke R^2 Test of parallel lines	153.69 chi-square=53.49, df=5, p<0.001 0.040 chi-square=3.52, df=5, p=0.620	52.239 chi-square=24.16, df=3, p<0.001 0.015 chi-square=0.93, df=3, p=0.817
No. of cases	**2,836**	**2,461**

Notes: 1. For each predictor, unstandardised logit coefficients and cumulative odds ratios are given, separated with a comma
2. Standardised logit coefficients are provided in parenthesis.
3. Statistical significance at p≤0.05 is denoted by an asterisk.

Table D2: Coding of explanatory variables

VARIABLE NAME	DESCRIPTION OF CODES
Gender	Female (0), Male (1)
Age Under 25 25-34 35-44 45-plus	 Reference group No (0) Yes (1) No (0) Yes (1) No (0) Yes (1)
Educational phase	Primary (0), Secondary (1)
Ethnicity	White (0), BME (1)
ITT Route BEd BA/BSc QTS Flex. PGCE SCITT GRTP PGCE	 No (0), Yes (1) No (0), Yes (1) No (0), Yes (1) No (0), Yes (1) No (0), Yes (1) Reference group
Importance of university/college tutors observing, and giving feedback on, lessons Fairly or very unimportant Neither important nor unimportant Fairly or very important	 Reference group No (0), Yes (1) No (0), Yes (1)

For each regression model, the unstandardised logit coefficients (β) and the cumulative odds ratios (exponents of β or exp(β)) of statistically significant predictors are given in Table D1. The standardised logit coefficients (beta weights) are also provided in parenthesis. As already explained in Chapter 2, the exp(β) indicates how many times more likely trainees in a particular group are to give higher, rather than lower, ratings on the outcome variable compared with another group of trainees defined as the 'reference group'.

If we take a look at Table D2, the reference group is the one with the lowest coding (for dichotomous variables). For example, in the case of gender, the reference group is 'females', which is assigned the code of zero (0). In the case of variables with more than two categories, the reference group is explicitly defined as such and omitted from the regression models presented in Table D1. In the case of ITT route, the reference group is 'PGCE trainees', which is the only route that is missing from Table D1, which shows the variables entered in each regression model.

Taking the first regression model as an example, inspection of the values of exp(β) reveals that a trainee who belongs to the '35-44' age group is 0.63 times more likely – which, essentially, means 'less likely', given that this value is less than one – to give a higher, rather than lower, rating of her / his relationships with other ITT trainees than a

trainee from the 'under 25' age group (the reference group). To make it more explicit, the older trainee is 1/0.63=1.59 times less likely than the younger trainee to give higher, rather than lower, ratings on this question item. On the other hand, trainees in the '25-34' and '45-plus' age groups do not differ statistically from the reference group in their ratings of their relationships with peers.

Similarly, a secondary phase trainee is 1/0.75=1.33 times less likely than a primary phase trainee to give a higher, rather than lower, rating of her / his relationships with peers. Additionally, trainees from minority ethnic groups tend to give lower ratings on this variable compared with those from majority (white) ethnic backgrounds. Finally, Flexible PGCE and GRTP trainees are less likely than the reference group of PGCE trainees to give higher, rather than lower, ratings of their relationships with peers. All the other routes do not differ statistically from the PGCE group.

To compare the relative strength of the effects of the explanatory variables on each outcome variable, the standardised logit coefficients (beta weights) have been estimated. The larger the absolute difference between the highest and the lowest beta weights of the various dummy variables, the stronger the effect of the respective predictor, considering that the reference group always has a beta weight of zero. Therefore, in the first model, ITT route had the largest effect size, followed by the age group of the trainee, the educational phase, and her / his ethnicity, in descending order. A brief outline of the results of the second regression model is provided in Chapter 5.

Finally, in order to compare the two regression models in terms of the overall effect that all the predictors together have on the outcome variable, one needs to look at the Nagelkerke R^2 statistic. As explained in Chapter 2, this statistic provides a measure of the extent to which all the predictors together explain the outcome variable and can take values from 0 to 1. Taken together, ITT route, gender, educational phase, age, ethnicity and trainees' reported pre-course attitudes had a larger effect on trainees' ratings of their relationships with peers (R^2=0.040) than on their ratings of their relationships with staff in Higher Education Institutions (R^2=0.015).

As mentioned in Chapter 5, the transformation of the outcome variable in each regression model to include a smaller number of response categories (compared with the original

range) has reduced the magnitude of the differences between various subgroups of trainees (in other words, it has reduced the effect sizes of the various predictors). A multinomial regression analysis, using a fuller range of the original response categories, gave larger effect sizes (R^2) for each model than the ordinal logistic regression. More specifically, the respective R^2 was 0.067 in the first model (relationships with peers) and 0.048 in the second model (relationships with HEI staff).

APPENDIX E

This appendix presents details of the ordinal logistic regression analysis reported in Chapter 6 (see Section 6.6). The model presented in Table E1, examines the relative effects of (a) ITT route and (b) trainees' ratings of their reported confidence in their chosen route prior to starting their ITT ('Wave 1'), on their responses to this (confidence in their ITT route) question in the 'end of ITT' telephone survey ('Wave 2').

A 'backward method' was applied, which entailed all explanatory variables being simultaneously entered in the model at a first step and being removed, in turn, if they did not have a significant effect on how well the model fitted the observed data. Only statistically significant predictors have been retained in the final model.

The outcome variable was transformed to comprise three (instead of the original four) response categories as follows: (1) 'Not at all or not very confident', (2) 'fairly confident' and (3) 'very confident'. This transformation was necessary to avoid violation of the proportional odds assumption (Kaplan, 2004; Plewis, 1997).[263]

The unstandardised logit coefficients (β) and the cumulative odds ratios (exponents of β or exp(β)) of statistically significant predictors are given in Table E1. The standardised logit coefficients (beta weights) are also provided in parenthesis. As already explained in Chapter 2, the exp(β) indicates how many times more likely trainees in a particular group are to give higher, rather than lower, ratings on the outcome variable compared with another group of trainees defined as the 'reference group'. In the case of ITT route, the reference group is 'PGCE trainees', while in the case of trainees' reported confidence in their chosen route the reference group is defined as 'not at all confident'. Reference groups, alongside non-significant predictors, are missing from Table E1 that presents the dummy variables entered in the final regression model.

The regression results show that both ITT route and trainees' reported ratings of their confidence in their chosen route immediately before starting their training programme

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[263] As explained in previous Appendices, the proportional odds assumption is met when the test of parallel lines (see the second to last row of Table E1) gives a p-value greater than 0.05.

(i.e. in the 'Wave 1' survey) had independent statistically significant effects on their reported levels of confidence in their chosen route upon completion of their ITT ('Wave 2').

Table E1: Regression results

Explanatory/predictor variables	Outcome variable
	MODEL 1
	Trainees' confidence in their chosen ITT route ('Wave 2') (1: Not at all or not very confident, 2: Fairly confident, 3: Very confident)
	β, exp(β) (beta weights)
BEd	0.38*, 1.46* (0.11)
BA/BSc QTS	0.24*, 1.27* (0.10)
SCITT	0.53*, 1.70* (0.17)
GRTP	0.81*, 2.25* (0.30)
Fairly confident in chosen route ('Wave 1')	0.66*, 1.93* (0.31)
Very confident in chosen route ('Wave 1')	1.37*, 3.94* (0.60)
Constant	Threshold 1 = -2.65* Threshold 2 = 1.04*
-2LL Model fit Nagelkerke R^2 Test of parallel lines	153.45 chi-square=159.07, df=6, p<0.001 0.072 chi-square=11.14, df=6, p=0.084
No. of cases	**2,715**

Notes: 1. For each predictor, unstandardised logit coefficients and cumulative odds ratios are given, separated with a comma.
2. Standardised logit coefficients are provided in parenthesis.
3. Statistical significance at p≤0.05 is denoted by an asterisk.

Table E2: Coding of explanatory variables

VARIABLE NAME	DESCRIPTION OF CODES
ITT Route	
BEd	No (0), Yes (1)
BA/BSc QTS	No (0), Yes (1)
Flex. PGCE	No (0), Yes (1)
SCITT	No (0), Yes (1)
GRTP	No (0), Yes (1)
PGCE	Reference group
Confidence in chosen ITT route ('Wave 1')	
Not at all confident	Reference group
Not very confident	No (0), Yes (1)
Fairly confident	No (0), Yes (1)
Very confident	No (0), Yes (1)

Inspection of the values of exp(β) reveals that BEd, BA/BSc QTS, SCITT and GRTP trainees were more likely than the reference group of PGCE trainees to give higher, rather than lower, ratings of their confidence in their chosen route after completion of their programmes. For example, BEd trainees were 1.46 times more likely to give a higher, rather than lower, rating of their confidence in their route than trainees following the PGCE route. Similarly, SCITT trainees were 1.70 times more likely than PGCE trainees to do so. On the other hand, Flexible PGCE trainees did not differ statistically from their PGCE counterparts.

Furthermore, trainees who had reported being 'fairly' or 'very confident' in their chosen route prior to starting their ITT programmes were more likely to report higher, rather than lower, ratings of confidence in their ITT route after completion of their programme than trainees who had reported being 'not very' or 'not at all confident'. For example, those who had reported feeling 'very confident' prior to starting their ITT course were 3.94 times more likely to give higher, rather than lower, ratings of their confidence after completion of their course than those who had reported being 'not at all confident'.

To compare the relative strength of the effects of the explanatory variables on the outcome variable, the standardised logit coefficients (beta weights) have been estimated. The larger the absolute difference between the highest and the lowest beta weights of the various dummy variables, the stronger the effect of the respective predictor, considering that the reference group always has a beta weight of zero. In the case of trainees' ratings of their confidence in their chosen route before starting their ITT programme, the absolute difference between the highest and the lowest beta weights is |0.60-0|=0.60. In the case of ITT route, this difference is |0.30-0|=0.30. Hence, trainees' reported prior confidence in their chosen route has a larger effect on their levels of confidence after completion of their training programme than the ITT route followed.

APPENDIX F

This appendix presents details of the binary logistic regression analysis reported in Chapter 7 (Section 7.7). The model presented in Table F1, examines the effects of explanatory variables or predictors (ITT route, gender, educational phase, age and ethnicity) on trainees' responses to the question of whether or not they expected to be working in teaching in five years' time (outcome variable). Two more explanatory variables added to this model were whether a trainee had got (or was planning to get) a full-time or part-time teaching post, and whether her / his training course had been full-time or part-time.

As before, a 'backward method' was applied, which entailed all explanatory variables being simultaneously entered in the model at a first step and being removed, in turn, if they did not have a significant effect on how well the model fitted the observed data. Only statistically significant predictors have been retained in the final model. Interactions were also examined, selectively. If an interaction was statistically significant, the main effects were also retained, even if they did not exert any statistical influence on the model.

The unstandardised logit coefficients (β) and the odds ratios (exponents of β or $\exp(\beta)$) of statistically significant predictors are given in Table F1. The standardised logit coefficients (beta weights) are also provided in parenthesis. As explained in Chapter 2, in binary logistic regression, the odds ratio indicates how many times more likely trainees in a particular group are to give an answer of 1 (i.e. expecting to be working in teaching in five years' time) compared with another group of trainees defined as the 'reference group'. If we take a look at Table F2, the reference group is the one with the lowest coding (for dichotomous variables). For example, in the case of gender, the reference group is 'females', which is assigned the code of zero (0). In the case of variables with more than two categories, the reference group is explicitly defined as such and omitted from the regression model. In the case of ITT route, the reference group is 'PGCE trainees', which, alongside non-significant predictors, is missing from Table F1 that presents the variables entered in the final regression model.

The regression results show that the only variables with a statistically significant effect on trainees' responses were age and ethnicity. More specifically, a trainee in the '35-44' age group was 2.59 times more likely to report that s/he expected to be working in teaching in five years' time than a trainee from the 'under 25' age group (the reference group). On the other hand, trainees in the '25-34' and '45-plus' age groups did not differ statistically from the reference group in their expectations of working in teaching in five years' time.

Moreover, trainees from minority ethnic groups were 1/0.50=2.00 times less likely to report that they expected to be working in teaching in five years' time than those with a white (majority) ethnic background.

Table F1: Regression results

Explanatory/predictor variables	Outcome variable
	MODEL 1
	Do you expect to be working in teaching in five years' time? (1: Yes, 0: No)
	β, exp(β) (beta weights)
Gender	0.31, 1.36 (0.13)
35-44 years old	0.95*, 2.59* (0.34)
Ethnicity	-0.69*, 0.50* (-0.18)
GRTP	0.18, 1.20 (0.07)
GRTP & Gender	-1.30*, 0.27* (-0.26)
Constant	3.33*
-2LL Model fit Nagelkerke R^2 Goodness of fit	771.12 chi-square=15.75, df=5, p=0.008 0.023 0.37 (p=0.99)
No. of cases	**2,767**

Notes: 1. For each predictor, unstandardised logit coefficients and odds ratios are given, separated with a comma.
             2. Standardised logit coefficients are provided in parenthesis.
             3. Statistical significance at p≤0.05 is denoted by an asterisk.

Table F2: Coding of explanatory variables

VARIABLE NAME	DESCRIPTION OF CODES
Gender	Female (0), Male (1)
Age Under 25 25-34 35-44 45-plus	 Reference group No (0) Yes (1) No (0) Yes (1) No (0) Yes (1)
Educational phase	Primary (0), Secondary (1)
Ethnicity	White (0), BME (1)
ITT Route BEd BA/BSc QTS Flex. PGCE SCITT GRTP PGCE	 No (0), Yes (1) No (0), Yes (1) No (0), Yes (1) No (0), Yes (1) No (0), Yes (1) Reference group
Type of job that the trainee had got (or was planning to get)	Full-time (0), Part-time (1)
Mode of ITT programme	Full-time (0), Part-time (1)

The regression analysis also revealed a statistically significant interaction between ITT route and gender, which shows that men within the GRTP route were less likely than women to report that they were expecting to be working in teaching in five years' time and more likely to report that they did not have such expectations, whilst this was not the case for any of the other ITT routes.[264] For example, eight per cent of male respondents following the GRTP route reported that they were not intending to be working in teaching in five years' times compared with two per cent of female respondents within the same route.

To compare the relative strength of the effects of the explanatory variables on the outcome variable, the standardised logit coefficients (beta weights) have been estimated. The larger the absolute difference between the highest and the lowest beta weights of the various dummy variables, the stronger the effect of the respective predictor, considering that the reference group always has a beta weight of zero. In the case of age, the absolute difference between the highest and the lowest beta weights is $|0.34-0|=0.34$. In the case of ethnicity, this difference is $|0-(-0.18)|=0.18$. Hence, age has a larger effect on trainees' responses than ethnicity.

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[264]This is estimated by adding up the logit coefficients (β) of gender and the GRTP*gender interaction, which give a statistically significant sum of -0.99. The latter is the coefficient of gender within the GRTP route, which should be interpreted as 'males being less likely than women to report that they expect to be working in teaching in five years' time'.

APPENDIX G

This appendix presents details of the binary logistic regression analysis reported in Chapter 8 (see Section 8.2). More specifically, the model presented in Table G1, examines the effects of ITT route, gender, educational phase, age and ethnicity (explanatory variables or predictors) on trainees' responses to the question of whether (or not) they had completed their course at the time of the interview or would have completed it by December 2004 (outcome variable). Four more explanatory variables added to this model included: whether a trainee had attended a teacher training course on a full- or part-time basis; trainees' prior commitment to the profession (whether on starting their ITT they intended to still be in teaching in five years' time); whether they had worked in schools prior to starting their ITT; and whether or not they had achieved a 2.1 or higher-level degree before starting their training programmes.

A 'backward method' was applied, which entailed all explanatory variables being simultaneously entered in the model at a first step and being removed, in turn, if they did not have a significant effect on how well the model fitted the observed data. Only statistically significant predictors have been retained in the final model. Interactions were also examined, selectively.

The unstandardised logit coefficients (β) and the odds ratios (exponents of β or $\exp(\beta)$) of statistically significant predictors are given in Table G1. The standardised logit coefficients (beta weights) are also provided in parenthesis. As explained in Chapter 2 and throughout these appendices, in binary logistic regression, the odds ratio indicates how many times more likely trainees in a particular group are to give an answer of 1 (i.e. not having completed their ITT course) compared with another group of trainees defined as the 'reference group'. For dichotomous variables, the reference group is the one with the lowest coding (see Table G2). In the case of variables with more than two categories, the reference group is explicitly defined as such and omitted from the regression model. In the case of ITT route, for example, the reference group is 'PGCE trainees', which, alongside non-significant predictors, is missing from Table G1 that presents the variables entered in the final regression model.

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The regression results show that ITT route, educational phase, gender, age, and prior commitment to the profession had a statistically significant effect on trainees' responses. On the other hand, ethnicity, the type of ITT course (full- or part-time), whether a trainee had worked in schools prior to starting their ITT, and whether or not they had achieved a 2.1 or higher-level degree before starting their training did not have an influence. Inspection of the values of the exp(β) reveals that a male trainee was 3.28 times more likely to withdraw from his ITT course than a female trainee. Similarly, a trainee preparing to teach in the secondary phase was 2.19 times more likely to withdraw from teacher training than a primary phase trainee.

With regard to ITT route, trainees following GRTP programmes were 1/0.45=2.22 times less likely to withdraw from these programmes than trainees following PGCE programmes. Trainees in other routes did not differ statistically from their PGCE counterparts.

Table G1: Regression results

Explanatory/predictor variables	Outcome variable
	MODEL 1
	Have you completed or are you about to complete your ITT course (by December 2004)? (0: Yes, 1: No)
	β, exp(β) (beta weights)
Gender	1.19*, 3.28* (0.50)
Educational phase	0.78*, 2.19* (0.39)
GRTP	-0.79*, 0.45* (-0.29)
35-44 years old	0.59*, 1.80* (0.21)
45-plus	0.92*, 2.51* (0.19)
Prior commitment to the teaching profession	1.05*, 2.84* (0.24)
Phase & Gender	-1.32*, 0.27* (-0.48)
Constant	-3.50*
-2LL Model fit Nagelkerke R^2 Goodness of fit	660.64 chi-square=28.37, df=7, p<0.001 0.050 5.01 (p=0.66)
No. of cases	**1,567**

Notes: 1. For each predictor, unstandardised logit coefficients and odds ratios are given, separated with a comma.
2. Standardised logit coefficients are provided in parenthesis.
3. Statistical significance at p≤0.05 is denoted by an asterisk.

Table G2: Coding of explanatory variables

VARIABLE NAME	DESCRIPTION OF CODES
Gender	Female (0), Male (1)
Age Under 25 25-34 35-44 45-plus	 Reference group No (0) Yes (1) No (0) Yes (1) No (0) Yes (1)
Educational phase	Primary (0), Secondary (1)
Ethnicity	White (0), BME (1)
ITT Route BEd BA/BSc QTS Flex. PGCE SCITT GRTP PGCE	 No (0), Yes (1) No (0), Yes (1) No (0), Yes (1) No (0), Yes (1) No (0), Yes (1) Reference group
Mode of ITT programme	Full-time (0), Part-time (1)
Prior commitment to the teaching profession	Intended to be in teaching in 5 years in W1 (0) Did NOT intend to be in teaching in 5 years in W1 (1)

A trainee in the '35-44' age group was 1.80 times more likely to withdraw from ITT than a trainee from the 'under 25' age group (the reference group). Likewise, trainees 45-plus years old were 2.51 times more likely to withdraw than those under 25 years old. These results indicate that the older the trainee the more likely s/he is to withdraw from their ITT course.

Finally, trainees who reported, prior to starting their ITT programmes ('Wave 1'), that they did NOT intend to be in teaching in five years' time were 2.84 times more likely to withdraw from their programmes than those who had reported that they intended to remain in the profession.

The regression analysis also revealed a statistically significant interaction between educational phase and gender, which shows that men within the secondary phase were as likely as women to withdraw from their ITT courses, whilst in the primary phase men were statistically more likely than women to do so. This is estimated by adding up the logit coefficients (β) of gender and the 'phase & gender' interaction, which give a sum of -0.13 that is very close to zero. The latter is the coefficient of gender within the secondary phase, which should be interpreted as 'men being as likely as women to withdraw from their ITT courses'.

To compare the relative strength of the effects of the explanatory variables on the outcome variable, the standardised logit coefficients (beta weights) have been estimated. The larger the absolute difference between the highest and the lowest beta weights of the various dummy variables, the stronger the effect of the respective predictor, considering that the reference group always has a beta weight of zero.

In the case of gender, the absolute difference between the highest and the lowest beta weights is |0.50-0)|=0.50. Likewise, in the case of educational phase, this difference is |0.39-0|=0.39. In the case of ITT route it is |0-(-0.29)|=0.29, while in the case of age it is |0.21-0|=0.21. Finally, in the case of trainees' prior commitment to the profession, this difference is |0.24-0|=0.24. Therefore, gender had the largest effect size, followed by educational phase, ITT route, prior commitment to the teaching profession, and the age group of the trainee, in descending order.