

The Carter Review of Initial Teacher Training

NASUWT submission to the Carter Review of Initial Teacher Training

The NASUWT's submission sets out the Union's views on key issues related to national Initial Teacher Training Policy

The NASUWT is the largest teachers' union in the UK, with over 290,000 serving teacher and school leader members.

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Executive Summary

- Pupils learn best when teachers are given the time, resources and scope to make the fullest possible use of their professional talents, expertise and knowledge.
- An initial teacher training system that does not give practical effect to this core guiding principle cannot expect to provide children and young people with the full range of high-quality learning opportunities to which they are entitled.
- The conceptualisation of teaching as a craft by the Department for Education (DfE) downplays to an unacceptable extent the theoretical aspects of teacher formation and implies strongly that the critical elements of effective ITT programmes are limited to securing subject knowledge and the ability to develop pedagogic skills and knowledge through experience gained alongside established practitioners.
- This view fails to reflect the nature of teaching as a complex professional activity.
- Current DfE policy on teachers' pay and conditions and the support made available to trainee teachers is likely to continue to discourage graduates from entering the teaching profession in future.
- While school-centred routes to Qualified Teacher Status have a critical role to play in securing a high quality and diverse teaching workforce, the current School Direct programme should be reviewed in order to address key barriers to its effectiveness.
- National ITT policy should seek to ensure the development of a genuinely professional teaching workforce through provision that is in all cases well resourced, engaged purposefully with the HEI sector and that operates within a robust and coherent national ITT framework that secures consistent standards of practice and support across all modes of initial teacher education.

Introduction

1. The NASUWT welcomes the opportunity to submit evidence to the Carter review of Initial Teacher Training (ITT).
2. The NASUWT's submission addresses the policy areas identified in the Review's remit through consideration of issues related to:
 - ITT and the nature of teacher professionalism;
 - the quality of teacher trainees;
 - the ITT skills tests;
 - the diversity of routes to Qualified Teacher Status (QTS), the funding of ITT and the allocation of training places;
 - the School Direct programme; and
 - the nature, content and quality of training;

ITT and the nature of teacher professionalism

3. The NASUWT is clear that pupils learn best when teachers are given the time, resources and scope to make the fullest possible use of their professional talents, expertise and knowledge.¹ An education system that does not give practical effect to this core guiding principle cannot expect to provide children and young people with the full range of high-quality learning opportunities to which they are entitled. Respect for the professionalism of teachers is, therefore, a hallmark of an education system genuinely committed to raising standards and extending educational opportunities for all pupils.²
4. It is therefore imperative that systems of initial teacher education work to support the ability of teachers in training to begin to establish the skills and

¹ NASUWT (2013). *Maintaining World Class Schools*. NASUWT; Birmingham.

² International Labour Organisation (ILO)/United Nations Educational, Cultural and Scientific Organisation (UNESCO) (1966). *The ILO/UNESCO Recommendation Concerning the Status of Teachers*. UNESCO; Paris.

attributes associated with professional practice and to use their professional judgement to select and apply approaches to teaching and learning that best meet the needs of children and young people.

5. Effective approaches to ITT must, of necessity, involve trainee teachers being given the opportunity to build on the understanding gained through their degree-level study to develop a secure knowledge of the subjects and curriculum areas in which they intend to practice. It is also clear that all routes to QTS must give teachers in training the ability to apply their developing skills and expertise in a range of practical contexts over an extended period in which they can work alongside established teachers to observe applied approaches to teaching and learning and thereby consolidate and extend their developing skills and expertise.
6. However, in light of the standing of teaching as a professional activity, the NASUWT believes that these important aspects of teacher formation and teacher professionalism do not describe the totality of an effective process of ITT. Secure subject knowledge and practical experience, while important, are insufficient to ensure that teachers in training are prepared for the full range of responsibilities that they will be required to discharge on entry to the profession.
7. The NASUWT takes particular note international evidence of effective approaches to initial teacher education in education systems regarded as high performing and fast improving, including that set out by the Organisation for Economic Co-operation and Development (OECD). Critically, this evidence confirms that these systems adopt approaches to ITT that balance and integrate practice and theory rather than emphasising one or other aspect to a disproportionate extent.³

³ Organisation for Economic Co-operation and development (OECD). (2011) *Building a High Quality Teaching Profession: Lessons From Around the World*. Paris; OECD.

8. The NASUWT shares this view and is clear that theoretical elements of ITT, secured through the effective engagement of higher education institutions (HEIs) in training programmes, play a critical role in effective programmes of teacher formation by:

- providing teachers in training with the conceptual means by which they can develop understanding and experience of the ways in which specialist subject or curricular knowledge must be re-contextualised pedagogically to support the provision of engaging and relevant learning experiences that meet the needs and the aspirations of the pupils for whom they are responsible;
- allowing teachers to develop their understanding of key aspects of relevant disciplines that transcend established subject boundaries, including for example, child development and educational psychology, and which play a critical role in supporting teachers' understanding of the ways in which pupils approach learning and are supported to make progress;
- supporting the development of teachers in training as reflective professionals by providing them with a framework of evidence and research material within which they are able to evaluate critically their practice;
- enabling trainees to understand the critical role that can teachers play in contributing to research and developing thinking and understanding about education, teaching and learning; and
- taking forward the understanding of teachers in training of the broader social, cultural, legal and economic context within which the education system operates and hence securing their acquisition of professional attributes that allow teachers to recognise the purpose and value of the education system and to engage constructively with policy development processes at national, local and school level, including through the legitimate activities of their trade unions in this respect.

9. It is this recognition of the basis upon which effective programmes of initial teacher education are established that gives rise to the NASUWT's profound concerns about the Coalition Government's approach to the development of ITT policy. The conceptualisation of teaching as a craft by the DfE in its Schools White Paper, *The Importance of Teaching*, published in 2010, downplays to an unacceptable extent the theoretical aspects of teacher formation and implies strongly that the critical elements of effective ITT programmes are limited to securing subject knowledge and the ability to develop pedagogic skills and knowledge through experience gained alongside established practitioners.
10. As the NASUWT has continued to make clear to the DfE, this failure to recognise the critical importance of the professional nature of teaching is reflected across a range of key strands of Coalition Government education policy. In this context, the Union notes in particular the permission granted to academies and free schools through revised funding agreements to engage teaching staff without QTS, the extension of comparable permissions to schools in the maintained sector, the imposition of revised standards for teachers, in which the professional rigour and breadth of the professional standards they replaced are substantially absent and the imposition on teachers of specific pedagogic methodologies, most notably systematic synthetic phonics at Key Stage 1. These policy developments highlight the failure of the DfE to fulfil its core function of sustaining and enhancing the capacity of the education system to meet the needs of learners through policies that respect and promote teacher professionalism.
11. The Union also maintains that changes to the statutory framework of terms and conditions for teachers and school leaders have served to undermine future prospects for maintaining teaching as a high-status, professional career option for graduate and for retaining and motivating the existing workforce as well as supporting the ability of teachers to access meaningful and relevant continuing professional development

opportunities. The detailed evidence submitted by the Union to the School Teachers' Review Body (STRB) in December 2013 sets out the detrimental impact these policies are having currently on levels of recruitment onto ITT programmes in key subject and phase areas and are likely to continue to have in future.⁴

12. The analysis set out in this evidence identifies particular concerns in relation to key specific strands of Coalition Government policy. However, notwithstanding the fact that it is open to the DfE to revise or suspend implementation of any or all of these policies, the fundamental issue of the apparent disregard by Ministers of the need to sustain and enhance teacher professionalism, including in relation to the design and content of programmes of initial teacher education, remains unaddressed. Therefore, in addition to addressing the implications of specific ITT-related policies, there is a pressing and overarching need for the Review to recommend to the DfE that it must work with relevant stakeholders, including the NASUWT, to reassess its understanding of the nature and importance of teacher professionalism on the basis of clear and objective evidence. The DfE must consider how this understanding is best reflected critical areas of national level policy and evaluate critically and purposefully the extent to which its current policy approach will require substantial revision in light of this reassessment.

The quality of teacher trainees

13. The NASUWT notes the selective references made by the DfE in its current ITT strategy to international evidence to support its assertion that there is a demonstrable correlation between the qualifications of graduates entering the teaching profession and pupil assessment outcomes, most notably those reported by the OECD through its triennial Programme for

⁴ NASUWT (2013). *The NASUWT submission to the School Teachers' Review Body December 2013*.
http://www.nasuwt.org.uk/groups/public/@journalist/documents/nas_download/nasuwt_011880.pdf, accessed on 12/09/14.

International Student Assessment (PISA).⁵ The Union further notes that this interpretation of evidence is used to justify assertions set out in the consultation document that the imposition in England of additional, qualification-related barriers to entry to the teaching profession, with particular regard to the degree classification of prospective entrants, will thereby make a demonstrable contribution to raising standards of pupil achievement.

14. In light of the demands that effective processes of teacher formation make on teachers in training, the skills, experience and knowledge that are required to embark on a programme of ITT necessitate experience of degree-level higher education. It is, therefore, appropriate that possession of a degree should remain a mandatory ITT entry requirement. It should be recognised in this context that the NASUWT's commitment to enhancing the qualification profile of the teacher profession was emphasised by its support for the work taken forward by the previous administration to develop the Masters in Teaching and Learning (MTL) programme, associated with a firm policy commitment to work towards making teaching a masters-level profession. It was for this reason that the Union made clear its view that the Coalition Government's withdrawal of support for the MTL in 2010 was a highly retrograde step.

15. In its education policy document, *Maintaining World Class Schools*, adopted unanimously by its 2013 Annual Conference, the NASUWT reaffirmed its view that the creation of Master-level teaching workforce remains a legitimate and important policy aspiration.⁶

16. However, the introduction by the DfE of differential financial support arrangements for ITT participants on the basis of their degree classification, on grounds that entrants with this level of qualification are

⁵ DfE (2011). *Training our next generation of outstanding teachers*. TSO; London.

⁶ NASUWT (2013) *op.cit.*

likely to be more effective practitioners than those below this threshold, does not withstand serious scrutiny.

17. In particular, the ongoing assertion by the DfE that the perceived success of the education systems it cites as effective is related directly to the proportion of 'highest-achieving' graduates entering the teaching profession is not sustained by available evidence. In particular, the continuing development of the European Higher Education Area (EHEA), building on the outcomes of the European Commission-led Bologna Process, highlights the fact that crude comparisons between the performance of national higher education systems based on the classification of degrees awarded by these systems can be highly misleading given the different levels of demand associated with the award of first degrees across jurisdictions.

18. Further, it is important to note that the system of degree classification in the UK is not subject to any national-level framework of moderation with common assessment standards. To a significant extent, each degree-awarding institution is able to determine for itself the assessment boundaries between different classifications for each of the degrees it elects to offer. In the context of a policy of differential financial support for ITT participants based on degree classification, the implication of this system is that it is not possible to differentiate with a satisfactory degree of certainty the extent to which any prospective entrant into a programme of ITT with a particular degree classification is more or less capable of embarking successfully on such a programme than a graduate with a lower degree classification awarded by a different institution.

19. The implementation of the restrictions on access to funded ITT on the basis of degree classification may also have serious implications for work being undertaken to broaden the diversity of the teaching profession. The NASUWT's concerns in this respect relate in particular to providers of ITT programmes targeted specifically on supporting the entry into teaching of

under-represented groups, including individuals with substantial experience of working with children and young people but who have also encountered significant barriers to accessing degree-level courses through more established traditional routes.

20. In light of these considerations, it is unsurprising that the DfE has been unable to date to present any credible evidence that suggests a positive relationship between the degree classifications of teachers' first degrees and their subsequent effectiveness as practitioners. Therefore, the Review should explore the extent to which the long term best interests of the ITT system in England are served by continuing to differentiate financial support arrangements on the basis of degree classification.

Initial Teacher Training skills tests

21. The NASUWT noted with disappointment the introduction by the Coalition Government of a pre-admission requirement on candidates for ITT programmes to pass National College for Teaching and Leadership (NCTL) literacy and numeracy skills tests. This replaced previous arrangements in which successful completion of these tests was a requirement for award of QTS on the completion of an accredited ITT programme. The NASUWT maintains its longstanding view that the requirement for entrants to ITT programmes to possess qualifications equivalent to GCSE in English and mathematics at grades C or above ensures that prospective teachers possess literacy and numeracy skills sufficient to enable them to discharge the full range of responsibilities required of qualified teachers.

22. The Union also remains concerned by the DfE's introduction of an unwarranted and unjustifiable limitation on the number of attempts candidates are permitted to complete the skills tests successfully. The NASUWT is, therefore, clear that the skills tests in their current form continue to serve no useful purpose and should be discontinued.

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The diversity of routes to QTS, the funding of ITT and the allocation of places

23. It is clear that the continued recruitment of high quality trainee teachers depends critically on the establishment and maintenance of effective arrangements for the financial support of trainees and of the programmes on which they are enrolled.

24. For this reason, the Union restates in the strongest possible terms its opposition to the permission granted to ITT providers to levy annual tuition fees of up to £9,000. Independent research confirms that these proposals are likely to have, in the longer term, powerful disincentive effects on those considering entry into higher education, particularly in relation to individuals from socioeconomically deprived backgrounds.⁷

25. With particular regard to recruitment into teaching, it is clear that the introduction of increased tuition fees will not only impede the ability of the education system to recruit sufficient numbers of teachers in future but may also have profound potential effects on equality and diversity within the profession in the longer term by excluding from the profession those individuals at potentially greater risk of being deterred from accessing higher education as a result of the increased personal debt liabilities that participation in higher education may incur in future.

26. The effectiveness of systems of financial support mechanisms depends critically on their ability to ensure that all students, regardless of background or circumstances, are able to participate in programmes of ITT without experiencing debilitating financial barriers to access both during

⁷ High Flyers Research (2011) *University Tuition Fees and the Graduates of 2011: Researching the views of final year students at England's leading universities on increase tuition fees*. High Flyers Research; London

and after their training in terms of the future financial liabilities that their participation may incur.

27. Particular additional concerns relating to the provision of support for teachers in training can be identified with regard to the undermining of support for trainees pursuing undergraduate routes to QTS. The NASUWT continues to reject the unsubstantiated assertion made by the DfE that undergraduate routes to QTS attract 'lower quality' applicants in comparison with those for postgraduate programmes. For example, independent research commissioned by the NASUWT indicates that those gaining QTS through such routes are particularly likely to indicate their initial teacher education has prepared them effectively for meeting the challenges associated with the realities of life as a practicing teacher.⁸

28. The Union therefore remains concerned by the DfE's overall reduction in allocation of undergraduate ITT places from 2012/13. The NASUWT is clear that not only was this policy introduced without any credible evidential basis in respect of teacher quality but it may also have adverse implications in future for the diversity of the teaching workforce, given the extent to which undergraduate ITT routes are regarded as important routes to QTS for those without a first degree and with prior experience of employment outside the education sector.⁹ The Union therefore believes that there is no credible case for reducing levels of investment in undergraduate routes to QTS and that this policy should be reconsidered.

School Direct

29. The Review will be aware of the replacement of the Graduate Teacher Programme (GTP) with School Direct as the main salaried school-centred

⁸ Owen, K., Broadhurst, K. and Keats, G. (2009) *Sink or Swim? Learning Lessons from Newly and Recently Qualified Teachers*. NASUWT; Birmingham.

⁹ Hobson, A. and Maldarez, A. (eds.) (2005) *Becoming a Teacher: Student Teachers' Motives and Preconceptions, and Early School Based Experiences During Initial Teacher Training*. Department for Education and Skills; Nottingham

route to QTS within the ITT system in England. The NASUWT is clear that school-centred routes have played an important role in broadening the diversity of entrants into the teaching profession, given the opportunity they afford to individuals to embark upon a programme of ITT while also earning a salary.

30. The NASUWT believes that one of the key features of the GTP route was the requirement that GTP posts should be established outside schools' core teaching staff structures. This created an important incentive for schools to design experiences for GTP participants that were complementary to the work of established teaching staff and which recognised that while GTP participants, as their skills and experience developed, were able to make an increasingly important contribution to the life of the schools within which they worked and for which they had a legitimate expectation to be appropriately remunerated, it was understood that they should not be deployed in ways that involved the allocation of to the that should be undertaken by staff with QTS. In this way, the need for GTP participants, as with trainees on all other routes to QTS, to have the opportunity to engage in genuinely developmental training experiences without the full range of statutory and contractual accountabilities to which qualified teachers are subject, could be secured in practice.

31. The NASUWT is therefore concerned by the introduction of provisions in salaried School Direct programmes that have removed these requirements and now permit schools to establish School Direct posts within their core teaching staff structures. The Union notes that this policy was introduced on the wholly inappropriate grounds that it would reduce the unit costs of such places by allowing them to be funded to a greater extent from school budgets.

32. It is clear that the effect of this policy has been to permit and encourage schools to allow responsibilities within staffing structures that are most appropriately carried out by qualified teachers to be undertaken instead by

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unqualified teachers in training. Early feedback from NASUWT members suggests that such practices have become established in some instances. Such circumstances not only serve to undermine the status of qualified teachers, and thereby the quality of education schools are able to offer their pupils, but also impedes the ability of salaried School Direct posts to offer a genuinely developmental ITT experience. The Review should therefore investigate this dimension of the salaried School Direct programme and recommend that work is undertaken by the DfE in collaboration with relevant stakeholders, including the NASUWT, to determine its extent and impact.

33. Additional general issues in relation to school-centred ITT programmes are considered elsewhere in this submission.

ITT allocations processes, programme completion rates and post-qualification employability

34. The NASUWT is clear that there must be a coherent and robust system in place for the strategic management of the number of ITT places made available across the education system. The management of ITT at a national level is a complex process and includes consideration of demographic trends relating to numbers of school age pupils, changes in curriculum content and structure, reflected recently for example in the DfE's decision to alter allocations to reflect the content of the English Baccalaureate, as well as the need to maintain appropriate pupil/teacher ratios.

35. Therefore, any attempt to undermine this system of allocation through its whole or partial replacement with a marketised system, with decisions in respect of the nature and extent of provision being taken at provider level to a greater degree than is the case currently, would serve to impede the strategic management and administration of the ITT system. This would lead to unacceptable levels of uncertainty about the range and nature of

provision available to prospective teachers. It would also undermine the extent to which steps can be taken to ensure that the public resources made available to support ITT are deployed as efficiently, equitably and coherently as possible.

36. The importance of national level strategic management of the ITT allocations system invites reflection on the extent to which purposeful action can be taken to minimise levels of non-completion of ITT programmes and support the employability of qualified teachers upon completion of their training.

37. The NASUWT notes that the DfE is seeking to address these issues currently by linking the quantum of ITT places allocated to providers on the basis of indicators of post-qualification employment rates of trainees and to make these indicators available to prospective trainees in order to help guide their choice of provider.

38. The NASUWT believes that the use of such indicators for the high-stakes purposes described in the consultation document is not only inequitable, given that it risks penalising providers on the basis of performance indicators that are to a significant extent beyond their direct control, but is also misleading as it would invite conclusions to be drawn about the quality and suitability of available programmes on the basis of an indicator that, of itself, is unable to provide meaningful information in this regard.

39. In particular, it is important that the DfE recognises that rates of employability between institutions can vary according to a range of different circumstances, including the prevailing conditions in the teacher labour market in the vicinity of the provider and levels of demand for teacher labour in the particular range of subject and phase specialisms for which individual providers offer training. In addition, providers that focus their recruitment activities on traditionally under-represented groups within the teacher workforce may generate indicators with apparently less

favourable post-qualification employment rates as a result of the well established greater degree of difficulty that some groups of teachers find in securing employment.

40. It would therefore be therefore highly inappropriate to categorise the quality of ITT programmes of individual providers on the basis of crude indicators of post-qualification employment. Instead, the NASUWT is clear that tackling avoidable non-completion of ITT programmes and post-qualification unemployment requires the DfE to take action in key areas of policy including:

- working with ITT providers, the NASUWT and other relevant stakeholders to identify and remove barriers to programme completion for teachers in training, particularly those from traditionally under-represented groups;
- investing in high quality advice and guidance for prospective trainee teachers to ensure that they select programmes best suited to their needs, circumstances and aspirations; and
- establishing rigorous and coherent systems of support, monitoring and, where necessary, enforcement in respect of schools' recruitment practices in order to address the causes and consequences of inequality and discrimination in teacher employment.

41. With particular regard to the employment prospects of newly and recently qualified teachers, the NASUWT draws the DfE's attention to the system in place in Scotland whereby new entrants to the teaching profession are guaranteed employment in posts within which they can complete their induction immediately upon completion of their initial training. These arrangements, identified by the OECD as 'world class' in its review of the education system in Scotland¹⁰, assist in preventing those with the potential to become effective teachers abandoning teaching as a career

¹⁰ OECD (2007). *Reviews of National Policies for Education: Quality and Equity of Schooling in Scotland*. OECD; Paris.

upon completion of training as a result of unemployment or involuntary employment as short term supply teachers in which they are denied access to their statutory rights to support and guidance through the induction process. The NASUWT is, therefore, clear that adoption of a comparable system of support for newly and recently qualified teachers in England would address many of the issues related to the non-retention of teachers early in their careers identified as an important policy priority in the Review's remit.

42. Informed by its extensive and longstanding in engagement with members in relation to these critical areas of policy, including with members undertaking ITT, the NASUWT has gained significant understanding of the factors that drive teacher employment prospects and non-continuation of ITT programmes on the part of teachers in training. The Union would therefore welcome the opportunity to share its evidence and perspectives with the Review in more detail to inform the development of effective policy approaches in this critical area of teacher workforce strategy.

The nature, content and quality of training

43. In light of the consideration of the features of effective ITT programmes considered elsewhere in this submission, a central aim of national ITT policy must be to ensure that all teachers in training are given access to high-quality experiences of practice within schools.

44. However, the Union is concerned by the DfE's continued misconception that a significant proportion of funded programmes of ITT do not allow for substantial periods of school-centred training. It is essential that in continuing to develop its policy in this area, the DfE recognises that this is emphatically not the case. The NCTL's requirements for initial teacher education and the Ofsted inspection framework for ITT both require that programmes of ITT, whether school-centred or HEI-centred, include extended periods of practical experience in schools. The current system of

allocation and of inspection of ITT would, therefore, not permit a programme with any deficiencies in this regard to continue to operate.

45. Regardless of the particular ITT route teachers in training elect to pursue, it is clear that the establishment of effective, coherent and mutually supportive relationships between schools participating in supporting the initial training of teachers and HEIs is critical to ensuring the quality of trainees' experience and to supporting those members of school-based staff involved in delivering ITT.

46. However, the Union remains concerned that the DfE continues to encourage more schools, particularly those involved in Teaching School alliances, play a greater role in the recruitment and selection of new teachers on the basis of a clear but unsubstantiated assertion that this, in and of itself, will help to support continued improvement in the overall quality of ITT.

47. It is also apparent that the DfE has not given any meaningful consideration to the implications for schools of taking on more responsibilities of this nature. The DfE's interim evaluation of the Teaching School programme confirms that these arrangements in respect of School Direct applications managed by schools have not only created significant additional bureaucratic burdens and workload pressures in these schools but have also presented serious challenges in securing ITT application arrangements that are equitable, transparent and efficient.¹¹

48. As the DfE acknowledged during the development of its ITT strategy, the Coalition Government inherited an ITT framework within which there were a range of training routes in which schools played a relatively more

¹¹ Gu, Q.; Rea, S.; Hill, R.; Smethem, L. and Dunford, J. (2014). *Teaching Schools Evaluation: Emerging issues from the early development of case study Teaching School Alliances*. DfE Research Report 332 ([https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/302659/RR332 - Teaching_schools_Evaluation.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/302659/RR332_-_Teaching_schools_Evaluation.pdf)), accessed on 12/09/14.

extensive role in the provision of ITT than is the case with traditional HEI-based programmes. These routes included, most notably, the GTP, Teach First and programmes managed by School-Centred Initial Teacher Training (SCITT) consortia. While it was the case that these routes accounted for almost one fifth of all ITT provision in England immediately prior to the introduction by the DfE of its ITT strategy in 2011/12, it is important to recognise that this extent of provision had only been feasible as result of the significant degree of support, both financially and in terms of access to external sources of expertise, that schools engaged in such programmes received.

49. Nevertheless, notwithstanding this framework of assistance within which school-centred programmes operated in the period preceding the introduction of the Coalition Government's ITT strategy, it remained the case that workload and bureaucratic pressures on teaching staff with ITT-related responsibilities could be excessive and difficult to manage within the resource limitations within these programmes operated.¹²

50. As the DfE's interim evaluation of the Teaching School programme confirms, these challenges are becoming more pronounced as school-centred models of ITT become increasingly prevalent across the initial teacher education system. Limited initial funding to support the establishment of school-led ITT provision in Teaching Schools in particular has created significant pressures on quality and programme delivery in a significant proportion of teaching schools.¹³

51. It is not apparent that in determining levels of support for Teaching School Alliances, the DfE took any meaningful steps to establish whether they would be sufficient to support the full range of activities that Teaching

¹² Evans, A., Hawksley, F., Holland, M., Wolstenholme, C. and Willis, B. (2007). 'The role of the initial teacher training co-ordinator: secondary headteachers' and ITT co-ordinators' perspectives.' *Annual Meeting of the Association of Teacher Education in Europe*, University of Wolverhampton, August 25-29 2007.

¹³ Gu et.al. (2014) *op.cit.*

Schools are increasingly expected to lead. This gives rise to legitimate concerns that schools participating in such Teaching School Alliances will experience pressures in the longer term to divert resources away from other core areas of activity to sustain Teaching School-related functions after the initial support funding they receive is discontinued. The NASUWT is concerned that in such circumstances, schools may seek to add an increasing range of ITT-related activities to the existing responsibilities of their staff and expect them to discharge these responsibilities without access to adequate training or support. As a result, the working conditions of staff in Teaching School networks could be placed at serious risk as could the quality of support, training and development that teachers in training will be able to access.

52. Additional concerns in relation to the development of the Teaching Schools networks relate to the degree of involvement of HEIs in supporting their training-related activities. While the Union notes the DfE's aspiration set out in its strategy that HEIs should continue to be involved actively in the provision of ITT, it has failed to establish any requirement that consortia of schools, including Teaching School networks, should lead on the delivery of ITT with comparable levels of input from HEIs as previously required for the GTP route and that remains a key feature of Teach First's ITT programmes.

53. This policy context raises the prospect of HEIs becoming increasingly marginalised from the provision of school-centred ITT and, in some situations, excluded entirely from the process. The NASUWT is not clear that this will secure ITT experiences of sufficient rigour. It also risks the creation of circumstances within which the quality of training becomes subject to unacceptable degrees of variation. While the NASUWT is aware of some Teaching School consortia that have developed effective and constructive relationships with the HEI sector, it is not evident that this is the case in all circumstances.

54. Therefore as part of the fundamental reassessment of the principles underpinning its strategy for ITT advocated by the NASUWT in this submission, the DfE must recast its policy agenda for school-based ITT, including that associated with the development of Teaching Schools networks. Alternative policy approaches should be adopted that ensure the development of a genuinely professional teaching workforce through provision that is in all cases well resourced, engaged purposefully with the HEI sector and that operates within a robust and coherent national ITT framework that secures consistent standards of practice and support across all modes of initial teacher education.