

1. INTRODUCTION

The Government has published proposals to reform initial teacher training (ITT) in a consultation document entitled *'Training our next generation of outstanding teachers: an improvement strategy for discussion'*. Action is proposed in three main areas:

- raising the bar for entry to initial training;
- refocusing investment to attract and retain more of the best graduates, especially in shortage subjects;
- improving the routes through teacher training, so that it is easier to apply, and the nature and content of the training is more effective in preparing trainees to be successful in the classroom.

The proposals are intended for discussion among ITT providers, teachers, headteachers, and others, and responses are invited *'before final policy is announced in the summer'*. Changes will be scheduled to take effect for teacher training **courses beginning in 2012**.

The deadline for submitting responses on the online form is 29 July 2011.

2. TRAINEE SELECTION

Proposals to *'strengthen the selection process for entry to teacher training'* include:

- All DfE-funded trainee teachers to have a **second class degree or higher** from September 2012.
- From September 2012, everyone entering postgraduate ITT must have passed both **a literacy and a numeracy test 'at the outset'** [Part 2, paragraph 12]¹. Two resits only for each test will be permitted. The **IT test** will be dropped.
- *'Better testing'* of candidates' **interpersonal skills**. ITT providers are expected to assess these skills, (as they decide for themselves), before accepting anyone for training, and Ofsted inspection will assess the appropriateness of selection arrangements and their impact on the *'quality and employability of teachers who enter the profession'*.

3. TEACH FIRST

As announced in the White Paper *The Importance of Teaching*, (DfE, November 2010; see Document Summary Service DSS 10/11 18, December 2010), Teach First is being **expanded** across the country and into primary schools.

Teach First is also being asked to develop a scheme to attract *'young professionals with a few years' work experience* into teaching as career changers.

4. INVESTMENT, FUNDING, BURSARIES, APPLICATIONS

- More of the £500m per year spent on ITT to tackle the problem of shortage subjects.
- Stronger incentives for *'the most talented graduates'* to enter teaching.
- Resources going into the highest quality training institutions.

Student support

The same fee-charging changes (up to £9,000 a year) now in place for all HE institutions **'should apply to teacher training just as it applies to other university courses'**. The document says:

¹ No details are given about exactly what 'at the outset' will involve, but it is clear from Part 2, paragraph 11 and Part 3, paragraph 20 that the intention is that the tests are taken *before entry* to teacher training or as part of the teacher training application process.

'No trainee will need to pay upfront for the costs of their teacher training. A full student support package will be available from the Student Loans Company in line with the package for undergraduate higher education. Trainees will have access to living cost loans and grants, with trainees from low income families receiving the most generous support'.

Targeted bursaries

It is proposed to provide from 2012/13 different levels of bursary for different subjects, and to target more money towards those the Government wants to attract, with bursary levels changing from year to year to reflect the needs for different subjects.

A possible model is presented:

		High priority specialisms	Medium priority specialisms	Other secondary specialisms and primary
Training bursary	Outstanding potential (1st)	£20,000	£13,000	£9,000
	Good potential (2.1)	£15,000	£10,000	£5,000
	Satisfactory potential (2.2)	£11,000	£9,000	£4,000
Example subjects		Mathematics, physics, chemistry	Modern languages, IT, design and technology	

Where there may be ITT courses which cost more to provide than the income that can be raised through tuition charges the Teaching Agency will provide grant funding to protect them, but **it will not provide grant funding for courses where it considers that potential tuition charge income is enough to cover the full cost of the course.** The document says that under these proposals, *'ITT providers could broadly expect their potential income, per trainee, from a combination of grant and tuition charges to remain stable between 2011/12 and 2012/13'.*

Allocations

Allocations of places will take account of providers' Ofsted inspection grade and records in training trainees who go into employment as teachers. [See also *'University-school partnerships' in Section 5 below*].

It is proposed to publish ITT providers' 'employability records' with data categorised by provider and subject.

Undergraduate teacher training

Undergraduate ITT places will continue to be allocated for 2012/13 and beyond, **but universities will not receive grant funding for undergraduate teacher trainees** who start their studies from September 2012 onwards, so, as with other undergraduate higher education courses, they will raise income through **tuition charges**.

Graduate Teacher Programme

The Government wants to increase the number of GTP places, but will consult schools, trainees and training providers about **training salary costs** and the current associated requirement for GTP trainees to be 'supernumerary' to the school's teaching staff.

Applying for teacher training

From September 2011 the TDA on-line portal providing information about **GTP** providers will be enhanced to provide full course information and allow **direct application to the GTP**.

It is proposed to examine options for providing **a single system for applications** to all courses, and to change the current GTTR system of a maximum of four **sequentially processed** applications per candidate to *'having applications made in **parallel** to all teacher training providers'.*

5. TRAINING REFORM

The two main thrusts of the proposals are:

- to encourage **schools** to take on greater responsibility for managing the system of teacher education; and
- to place greater emphasis on the teaching of **reading** (including synthetic phonics) for primary teachers; and on **behaviour management** for all teachers. [See Part 4, paragraphs 18-20].

Schools leading teacher education

While recognising that there is 'good quality provision of all types', the Government believes that 'schools should take greater responsibility in the system'. The document says schools '*should play a greater role in recruitment and selection of new teachers; and, over time, they should take on greater responsibility for managing the system*'. It envisages that over the next five to 10 years schools should increasingly take on this responsibility rather than government managing it centrally.

Universities are seen as bringing '*great strengths*' to the training of teachers, but, nevertheless, '*Groups of schools, often led by the new Teaching Schools, might lead ITT partnerships and draw on support from universities and other providers*'.

Paragraphs 9–13 of Part 4 outline steps that are proposed to make it easier for schools to lead teacher training, including the example of '**School Direct ITT**'. This envisages a school or group of schools applying to the new Teaching Agency to offer a training place, and choosing an accredited provider with which to work. On training completion and the award of QTS the school would be expected to employ the newly qualified teacher. Up to 500 places are expected to be offered in 2012/13, which would not count against training providers' own allocations of places.

University-school partnerships

ITT inspection is to change '*so that the quality of partnership working is treated as more important*'.

In allocating places it is proposed to prioritise university-school partnerships that demonstrate features such as:

- guaranteed high quality placements for trainees, especially in outstanding schools, attached to teachers whose lessons have been judged to be outstanding, and attached to subject departments judged to be outstanding;
- shared staff between the university and school;
- university presence on school governing bodies or their committees.

University Training Schools

The only reference to this proposal (announced in the White Paper *The Importance of Teaching*) is:

We will also encourage our best university providers to develop University Training Schools. Based on a Finnish model, these schools have the potential for excellence in teaching, research and teacher training. [Part 4, paragraph 16].

6. RESPONDING TO THE CONSULTATION DOCUMENT

Annex 1 of the document says '*The proposals in this document are intended for discussion and the Department for Education (DfE) is keen to hear your views*'. There is a list of 12 questions. Responses can be submitted online **until 29 July 2011** at:

<http://www.education.gov.uk/schools/careers/traininganddevelopment>

The full document can be viewed/downloaded via a link at:

<http://www.education.gov.uk/schools/careers/traininganddevelopment/a0078019/training-outstanding-teachers>