



Department
for Education

Consultation Response Form

Consultation closing date: 22 September 2014
Your comments must reach us by that date

Carter Review of Initial Teacher Training (England): Call for Evidence

If you would prefer to respond online to this consultation please use the following link: <https://www.education.gov.uk/consultations>

Information provided in response to this consultation, including personal information, may be subject to publication or disclosure in accordance with the access to information regimes, primarily the Freedom of Information Act 2000 and the Data Protection Act 1998.

If you want all, or any part, of your response to be treated as confidential, please explain why you consider it to be confidential.

If a request for disclosure of the information you have provided is received, your explanation about why you consider it to be confidential will be taken into account, but no assurance can be given that confidentiality can be maintained. An automatic confidentiality disclaimer generated by your IT system will not, of itself, be regarded as binding on the Department.

The Department will process your personal data (name and address and any other identifying material) in accordance with the Data Protection Act 1998, and in the majority of circumstances, this will mean that your personal data will not be disclosed to third parties.

Please tick if you want us to keep your response confidential.	<input type="checkbox"/>
Reason for confidentiality:	

Name: Rosalyn Hyde	
Please tick if you are responding on behalf of your organisation.	<input type="checkbox"/> Yes
Name of Organisation (if applicable): Association of Mathematics Education Teachers	
Address: c/o Southampton Education School University of Southampton Highfield Southampton, SO17 1BJ	

If your enquiry is related to the DfE e-consultation website or the consultation process in general, you can contact the Ministerial and Public Communications Division by e-mail: consultation.unit@education.gsi.gov.uk or by telephone: 0370 000 2288 or via the Gov.uk ['Contact Us'](#) page.

Please insert an 'x' into one of the following boxes which best describes you as a respondent.

<input type="checkbox"/>	Initial Teacher Training (ITT) Provider	<input type="checkbox"/>	School	<input type="checkbox"/>	Teacher
<input type="checkbox"/>	Professional Body	<input type="checkbox"/>	Individual Interested in Teaching	<input type="checkbox"/>	Other

Please Specify:

- 1 a) What practical strategies, models and practices do ITT providers and schools deploy to equip trainees with the skills and knowledge to become outstanding teachers?

Comments:

High quality ITT requires a careful balance of practical experience, input from highly-skilled experienced tutors, personal study and reflection that encompasses: deep subject knowledge at a level beyond that of the age group trainees are preparing to teach; appropriate pedagogic subject knowledge for the age range being taught; inquiry skills; skills in understanding, critiquing and applying research and evidence; relational and personal skills (those of motivating, engaging and managing pupils and working with colleagues); and the ability to reflect on practice and learn from it. Learning to teach is a lifelong journey, for which good ITT provides a sound basis and one that should be developed by further support for NQTs and CPD.

The provision of space to 'step back' from classroom teaching, to share understandings and learn from others is essential in effective ITT. In many cases, the involvement of Universities in School Direct and Provider-Led routes provides an excellent environment for this, and one where trainees are both challenged and supported. International evidence strongly suggests that the involvement of Universities in ITT is essential (Tatto, 2013, *The role of research in international policy and practice in teacher education*, BERA-RSA Inquiry).

Strong subject knowledge is supported by good interview assessment processes, the use of pre-entry tasks, and, for shortage subjects such as mathematics and physics, effective use of Subject Knowledge Enhancement Courses with a strong face-to-face element. The NCETM provide excellent online audits suitable for use with those training to teach mathematics and these provide a sound basis for target setting and further focused work by trainees on identified areas of weakness through strategies such as self-study (for which there are many appropriate resources available), focused classroom observation and small group work with pupils. Those training to teach mathematics need opportunities to reflect on the nature of mathematics and their own beliefs about teaching and learning the subject and its cultural and historical roots, and to be encouraged to challenge those beliefs and to change them where necessary. Trainees need to be taught pedagogic strategies for mathematics, including: different representations for concepts and the limitations of these; the nature of both procedural and conceptual learning; developing mastery in mathematics; common misconceptions in mathematics; how to sequence learning; strategies to manage the range of attainment in a class through scaffolding and enriching learning; communicating mathematics effectively; working with pupils with EAL and from different ethnicities; developing an understanding about learning difficulties in mathematics and effective use of digital technologies.

The most effective ITT enables trainees to make connections between their practical work in schools and the more theoretical learning of the training provider's classroom. ITT tutors in universities have an essential role to play here because of their multiple areas of expertise: backgrounds both as highly experienced and effective classroom teachers, school managers and advisors; expertise in research and inquiry and the breadth of understanding that comes about from working across large numbers of

schools and colleges.

This might be through trainees carrying out tasks in school and bringing their findings back to share with other trainees, through planning something jointly to try out in school, or through planned tasks linking to taught elements of their ITT programme. Good ITT also involves using the expertise of school colleagues to teach groups of trainees and also partial delivery of teaching on school premises, where feasible. Effective ITT allows trainees experiences in a variety of schools and therefore prepares for the teaching profession and not only to work in a particular institution.

Effective ITT provides opportunities for trainees to engage appropriately with research literature and evidence, through tasks connecting the literature with observed practice and through carrying out small classroom based projects of their own. Such opportunities are provided effectively through Master's level assignments with a strong critical and reflective element. Such experiences give trainees the underlying basis necessary for researching their own practice – which is widely acknowledged as a key element of professional development.

Good mentoring is essential to the development of skilled teachers and can provide: support of varying kinds, taught input to meet specific needs, guidance and structure to trainee learning, a 'critical observer's eye' on developing practice and emotional support. Strategies such as team teaching, joint planning, small group teaching and focused observation are very effective in helping trainees to develop skills to manage challenging pupil behaviour, skills in assessment and managing pupils with special needs.

- 1 b) How do the best ITT providers and schools ensure that trainees gain the right experience in school placements and school based training, to equip them to become outstanding teachers?

Comments:

Where possible, trainees should have experiences that help them to develop breadth of experience in working in schools in differing circumstances and in order to gain experience of working with pupils from a range of socio-economic, cultural and ethnic backgrounds and in range of diverse environments. Such opportunities can be provided through main teaching placements but also through shorter visits to a range of school provision, including SEN, working with English language learners and in multicultural schools.

The best ITT enables trainee teachers to build communities of learning with others, enabling them to be exposed to different ways of doing things, different contexts and different ideas and to work with others to develop a critical and thoughtful approach to research and inquiry.

Good partnership and excellent communication between providers and schools is the key factor in gaining the right experiences in school placements for trainees. Mentors need to be selected by partnerships on the basis of both their teaching expertise as well as their skills in mentoring. They should have at classroom teaching experience and be committed to working with trainees and schools should support them in doing so.

Mentors need to be trained by partnerships and encouraged to continue to develop their expertise in this area. Viewing teaching practice as being composed of learning experiences providing structure and opportunities for a good range of activities through team teaching, shared planning, working with small groups, and focused studies allows trainees to gain a range of experiences and to learn from them. Mentoring is a skilled and demanding job and publications such as *Mentoring Mathematics Teachers: Supporting and inspiring pre-service and newly qualified teachers* (edited by R. Hyde & J-A Edwards, and written by AMET members) are available to support them.

Research widely acknowledges that it is the quality of the school experience and the quality of mentoring that is more important than the actual length of time they spend in school (Hogan & Gopinathan in Furlong, Cochran-Smith & Brennan, 2011, *Policy and politics in teacher education: International Perspectives*)

1 c) What are the characteristics of effective ITT partnerships?

Comments:

Effective partnerships are long term commitments, characterised by mutual respect and openness and with a genuine commitment to shared decision making and transparency. Both parties need to understand the benefits of partnership and be prepared to dedicate time and resources into developing it. Joint working parties for course development, and clear understandings of respective responsibilities are key to effective partnerships.

1 d) What elements create really effective mentoring?

Comments:

The best systems of mentoring will involve work that is close-to-practice in particular school settings, but also allows trainees to examine the school setting in its wider context, comparing and contrasting with other schools.

Effective mentoring comes from mentors who are expert subject teachers themselves and who are able to analyse and articulate their own practice. They understand that mentoring is about developing the individual, not 'clones' of themselves and that working with adults is different to working with children (see Jones & Straker, 2006, *What informs mentors' practice when working with trainees and newly qualified teachers? An investigation into mentors' professional knowledge base*, Journal of Education for Teaching 32:2). Effective mentors are able to manage the balance between allowing a trainee to make their own mistakes and offering guidance to try to avoid mistakes. When they observe a trainee teaching, effective mentors are able to give feedback about positives and select only a small number of the most appropriate areas for improvement. They are able to 'step back' and support the trainee on seeing and reflecting on the bigger picture regarding their practice. Good mentors can identify when to step back, when to intervene and when both they and the trainee need to seek outside advice. Burn & Mutton, 2013, *Review of 'research-informed clinical practice' in initial teacher education*, BERA-RSA Inquiry paper, provides a good overview in this

area.

If you are a trainee or interested in applying for an ITT programme, please consider the questions below:

2 a) What information do trainees look for when choosing ITT courses?

Comments:

As an association we would like to comment on the current system for applying for ITT programmes and raise some concerns. We are concerned that the advice being given by the Premier Plus service is not consistent with that given by ITT tutors and seems to focus on meeting recruitment targets at, potentially, the expense of the best interest of those concerned. Subject knowledge is essential for teaching mathematics and those applicants for secondary mathematics without a strong mathematics background must be referred to a suitable pre-PGCE Subject Knowledge Enhancement Course containing a face-to-face teaching element. Such an approach is ultimately in the best interests of both the careers of individuals and for the teaching profession, and therefore schools, as a whole.

The experience of our members in working with applicants and potential applicants is that it is very difficult for them to gain appropriate and impartial advice about the best route into teaching for them individually. In some cases, financial considerations appear to unduly influencing trainees in their choice of routes and that the nature of School Direct routes is often not well-understood by those choosing them.

2 b) What information should trainees look for when choosing ITT courses?

Comments:

2 c) Is that information available or easy to access?

Yes

No

Not Sure

Comments:

2 d) Where is the ideal place for information to be accessible?

Comments:

2 e) What are the most useful ways in which information should be presented?

Comments:

If you are representing a School Direct school that is either looking to, or has identified an accredited ITT provider, please consider the questions below:

3 a) What information do schools look for when seeking an accredited ITT provider?

Comments:

3 b) What information should schools look for when seeking an accredited ITT provider?

Comments:

3 c) Is that information available or easy to access?

Yes

No

Not Sure

Comments:

3 d) Where is the ideal place for information to be accessible?

Comments:

3 e) What are the most useful ways in which information should be presented?

Comments:

If you are representing a school that is not offering School Direct, please consider the questions below:

4 a) Would more transparent information about ITT courses be helpful to you? Why?

Comments:

4 b) What information would you look for?

Comments:

4 c) Where is the ideal place for the information to be accessible?

Comments:

4 d) What are the most useful ways in which information should be presented?

Comments:

If you have already completed an ITT programme, please answer the following questions:

5 a) How did you decide on the course you took?

Comments:

5 b) Was there any other information you would have found useful before deciding on the course?

Comments:

5 c) Where did you look for information and did you seek any careers advice?

Comments:

5 d) Where is the ideal place for this information to be accessible?

Comments:

Thank you for taking the time to let us have your views. We do not intend to acknowledge individual responses unless you place an 'X' in the box below.

Please acknowledge this reply.	
E-mail address for acknowledgement:	

Here at the Department for Education we carry out our research on many different topics and consultations. As your views are valuable to us, please confirm below if you would be willing to be contacted again from time to time either for research or to send through consultation documents?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
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All DfE public consultations are required to meet the Cabinet Office [Principles on Consultation](#)

The key Consultation Principles are:

- departments will follow a range of timescales rather than defaulting to a 12-week period, particularly where extensive engagement has occurred before
- departments will need to give more thought to how they engage with and use real discussion with affected parties and experts as well as the expertise of civil service learning to make well informed decisions
- departments should explain what responses they have received and how these have been used in formulating policy
- consultation should be 'digital by default', but other forms should be used where these are needed to reach the groups affected by a policy
- the principles of the Compact between government and the voluntary and community sector will continue to be respected.

If you have any comments on how DfE consultations are conducted, please contact Aileen Shaw, DfE Consultation Coordinator, tel: 0370 000 2288 / email: aileen.shaw@education.gsi.gov.uk

Thank you for taking time to respond to this consultation.

Completed responses should be sent to the address shown below by 22 September 2014

Send by post to:

Servet Bicer
Department for Education
2nd floor
Great Smith Street
SW1P 3BT

Send by e-mail to: carterreview.evidence@education.gsi.gov.uk