

Insights into post 16 teacher training curriculum: Strengths and Challenges for Pre-Service Teachers

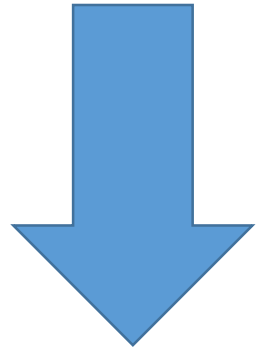
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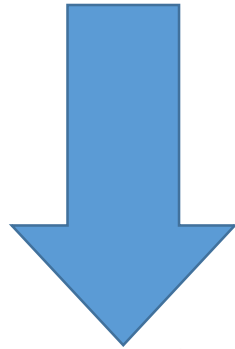


UK Teacher Training Programmes

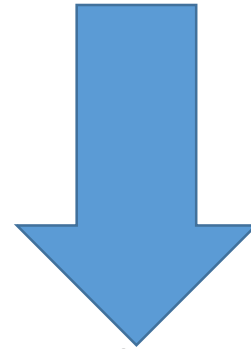
Post Graduate Certificate in Education – PGCE



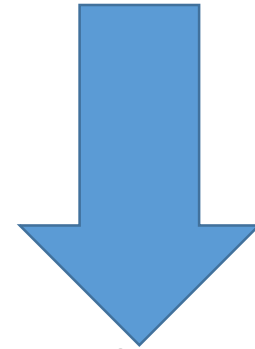
Primary
Education



Secondary
Education



Further
Education



Higher
Education

Post 16 Curriculum Content

- Professional Development Portfolio Parts 1 & 2
- Theories of Learning, Behaviour & Inclusion
- Planning, teaching, learning and assessment
- Policy and Curriculum Design for inclusive practice
- Wider professional development
- Research and Scholarship for the Development of subject specialist expertise
- Enhanced studies

In service experience

- Group tutoring responsibilities
- Administrative duties & meetings
- Pastoral guidance, meetings, interventions with students at risk
- Monitoring of attendance and punctuality,
- Assessment procedures, parents' reports and the usual lesson plan, course outline and improvisation of resources.....

In service experience

- Compulsory participation in CPD events to improve pedagogy
- Updates on e-learning and innovative practices.
- Observations to monitor and raise quality of teaching and learning
- Compliance of institutional policies on punctuality and attendance, safe-guarding
- Equality and diversity
- Blended learning and differentiation techniques

In service experience

Targets to improve statistics from previous year:

- Attendance
- Punctuality
- Retention
- Achievement
- Success

How can these disparities be addressed?

The appointment of a mentor?

- Low or no remuneration
- Saddled with similar responsibilities
- Low morale
- Resistance/reluctance
- Strained relationship

Hattie (2009), well trained teachers can effectively manage different ages and learning needs through support by their school administration, an indicator of good institutional performance

Consequences for newly qualified teacher

- **Poor preparation for career development**
- **Large teacher turnover.** A source reports that poor salaries and particularly lack of support are responsible for large teacher turn over, which further reports that those who quit are inexperienced, leaving within the first 5 years. A university of Buckingham research concludes that 40% of newly qualified teachers drop out within the first six months of recruitment.
- **Government micro-management and bureaucracy:** numerous curriculum changes and exam league tables which place huge pressures

Consequences for newly qualified teacher

- Teacher absences
- Poor teaching & learning experience
- Low learning outcomes
- Provision of unnecessary CPD
- Stressed teacher



TEACHER SUPPORT NETWORK

24%

Nearly a quarter of teachers said their initial teacher training (ITT) prepared them 'not very well' or 'not at all well' for their teaching career.



25%

A quarter said their ITT did not prepare them for behaviour or classroom management, discipline or disruptive pupils.

42%

Two fifths of teachers have not been able to take all additional training and development that they wanted to take to improve.

teacher
support

Of these, over half could not take the additional training or development they wanted because of cost, finances, or no funding...



51%



....and a fifth blamed time pressures.

Results from a YouGov Plc poll of 774 teachers in England and Wales on behalf of Teacher Support Network Group, September 2014

Comments from polled teachers:

“It was a series of tick-box exercises with no real structured support on a day-to-day basis. I was not well prepared for classroom management, behaviour management, and the sheer amount of data that teachers have to deal with and churn out. Working a 60+ hour week was expected. No guidance in doing a good job without missing out on sleep.”

“The realities are that I feel that sometimes I was taught to pass my PGCE, rather than how to be a real-life teacher.”

“I don't feel that my training was at all inadequate but constant new initiatives have made adequate training almost impossible.”

More comments from polled teachers:

“When I look back at the training, both theoretical and practical, that I was exposed to in the course of my PGCE, I could say that I was short-changed. I almost feel as if I was robbed due to the shoddy organisation of the college. I barely had any teaching practice which has not really stood me in good stead for my current role as a teacher in my specialist area.....

I understood from my training that I will have an induction and a mentor when I start teaching but none of this happened. I have been thrown in the deep end and on many occasions I have wanted to quit. ”

Teacher Absenteeism - UK FACTS

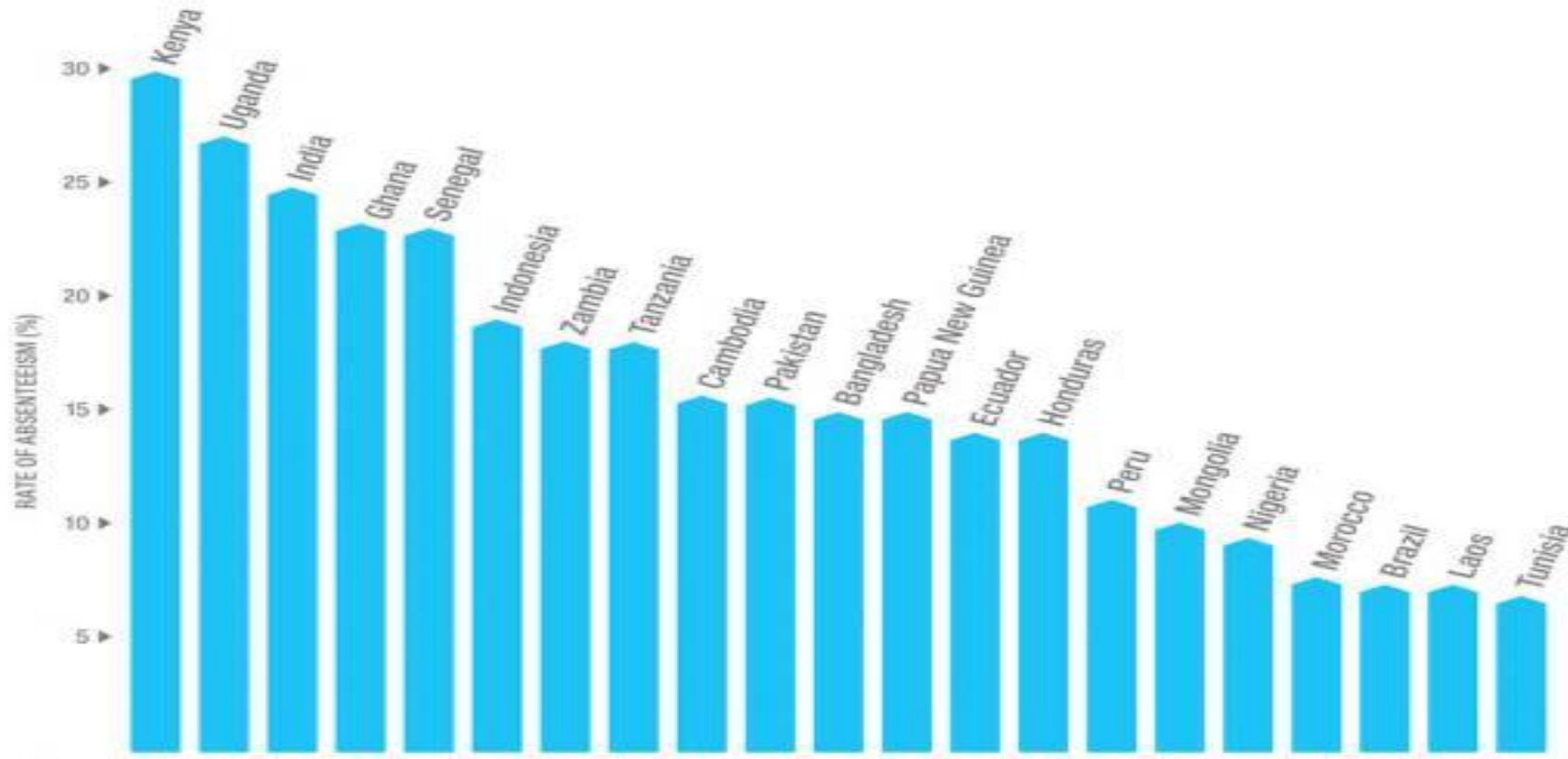
- Teachers took an average of 4.5 days of sick leave in 2014 triggering a payment of £1125 per teacher .
- 5.25 million teaching days were lost on 2013 due to teacher absence.
- 57% of teachers took sickness absence in 2013.
- The average length of a stress related absence is 27 days.



Worldwide Teacher Absences

HOW OFTEN DO TEACHERS MISS CLASS?

Survey findings of teachers absenteeism from 2004 to 2011



Source: World Bank

Exemplary Curriculum

Reflection of Real Time Practice

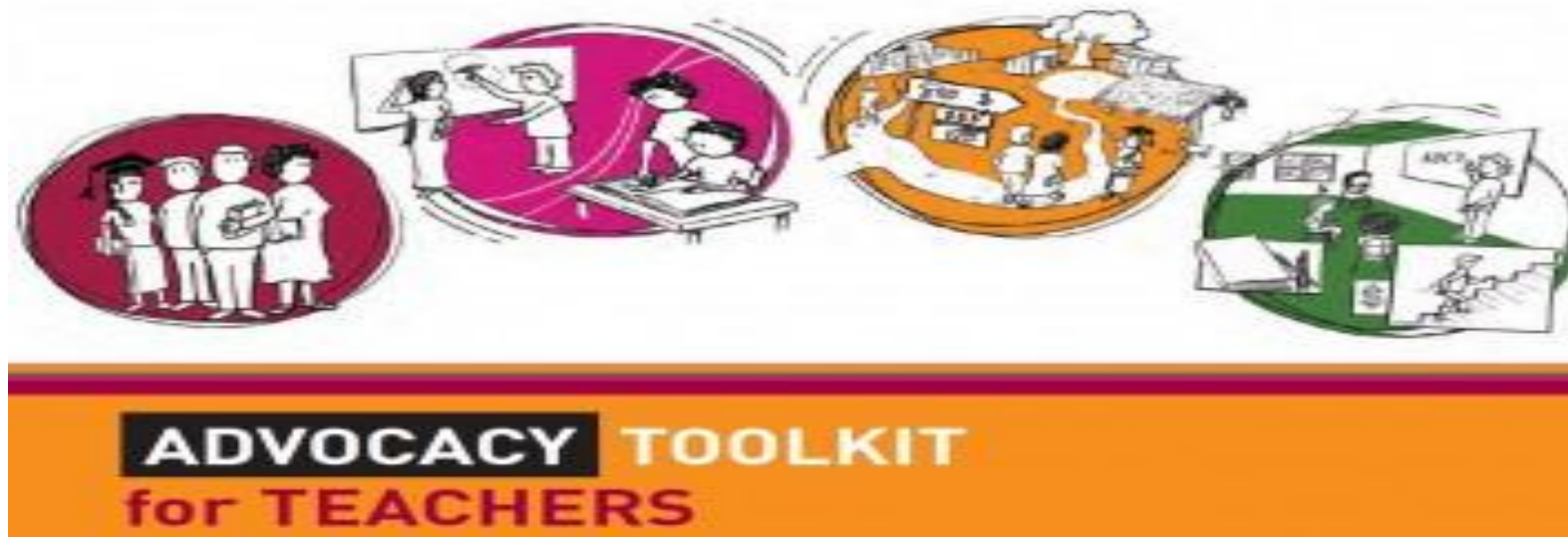
- Participation in student recruitment & induction program
- Pastoral, support & guidance training
- Awareness of exam bodies, specifications, requirements and specific assessment procedures
- Awareness of CPD events geared towards improving practice
- Incorporation of innovative practices such as e-learning
- Blended learning and updates of teaching techniques

Exemplary Curriculum

- Awareness and compliance of institutional policies & procedures
- Incorporation of equality & diversity
- Set targets to improve on previous year's statistics
- Participation in CPD events

UNESCO'S ADVOCACY TOOLKIT FOR TEACHERS

**Education For All Toolkit aims at empowering teachers
(08 October 2014)**



Finally

a snapshot of the toolkit for change from UNESCO's education international web site

http://www.ei-ie.org/en/news/news_details/3262#

References

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