

What I want to be when I grow up...

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Why do you want to teach?

- ‘Like kids’
- Love subject
- Dunno!
- Me mam was one!
- I want to make the world a better place and education is the way to realise this.

Personal/professional tensions

- The best teacher I ever had was...
- They really made the subject come to life

And...

- The opportunities I had
- The help I received

The focus for learning *should be...*

- To provide answers...?
- To pose ever more sophisticated questions...?

What *is* it about (The search for a vaccine?)

'Paradigms'

'Traditional'

- 'Direct teaching'
- Explicit
- Testing
- Subject

'Progressive'

- 'Discovery'
- Open-ended
- Assessment
- Skills

Tensions?

- Behaviour management or classroom organisation?
- Subject or skills?
- Attainment or achievement?
- Inputs or outcomes?
- Curriculum or pedagogy?
- ...

MQuITE: Three years on

(from data analysed November 2019)

Satisfaction with the programme

- A standard measure in HE; highly contested, with free market assumptions, but still resonates well as an understandable measure



Would definitely still be a teacher if given a do-over higher at 4.47 on graduation and 4.12 end of 1st year

- Remarkable similarities across ratings of programmes, possibly due to overlaps in school relationships
 - “as far as I can see having a PGDE it didn’t really matter where you had got it from. I had a lot of friends who had got offers of PGCEs from Oxford and Cambridge and stuff, I was ‘it doesn’t really matter where you do it, it is only a year and you are in schools and that is where you do a lot of the learning’. It didn’t really bother me going into [uni], in that way it was fine. It was just that [uni] was closer”

Career expectations

- On graduation

Teaching in Scotland	72%
Leadership	36%
Teaching elsewhere	24%
Not teaching at all	6%
Masters/PhD	45%

- One year later

Teaching in Scotland	68%
Leadership	33%
Teaching elsewhere	19%
Not teaching at all	9%
Masters/PhD	32%

Are these measures suitable for ranking?

- Is feeling like you need more CLPL positive, negative, or is it more nuanced than that?
- Teacher self-efficacy seems more straightforward, but there could still be a 'classroom ready' narrative
- Change in CLPL needs suggests a practice shock, or just a recognition that the first year is translating broad concepts into specific contexts
- Some general trends by route that undergraduates have a better sense of efficacy and lower CLPL need, but often this isn't statistically significant and there's no real narrative to the differences
- (do we want to look at the spreadsheets?)

What WAS and wasn't helpful?

- Needing more in ASN and individualisation CLPL. End of 1st year realises more need for multi-lingual/multi-cultural CLPL.
- Learning needs to continue through and beyond the 1st year.
- End of ITE: all 12 areas are highly valued, though marginally less utility from social justice and practitioner enquiry.
- End of 1st year: marginally less utility from social justice, ASN, practitioner enquiry, classroom management, child development.
 - Possibly a combination of not really needed, needed but not helpful, or needed and helpful but not enough – we're looking at this through the qualitative data.

Practicum

- Placement experiences were seen as valuable for holistic development.
- Practical concerns around travel time and range of experience related to the way in which schools are allocated, often referred to as a 'lottery'.
- There are reports that school staff require more training from universities
- Greater desire for more consistency of expectations between different universities.
- Discussions are needed to find context-appropriate ways to articulate SPR standards and set expectations.

Managing intrinsic conflict

- “the university says ‘now when you go into school you will hear them say all this stuff about how the university courses are and you have to forget everything and just do what they do in school’ and then when you turn up at school they say ‘I know you will have been told at university to do this ... just ignore that and we will do it this way, cause this is how we do it’. And then they are totally different.”
- “I would have been a lot happier, I think it would have been a lot better if the university side of things hadn’t been there at all. Because the university maths tutor had this idea, and all the time through the course, had this idea that maths teaching was being done wrong or ... and wanted us to change it. But then again we are just students and we don’t really have the power or the autonomy to choose how we teach. We have got to teach in the way that the teachers in the school are happy with.”

Programme design

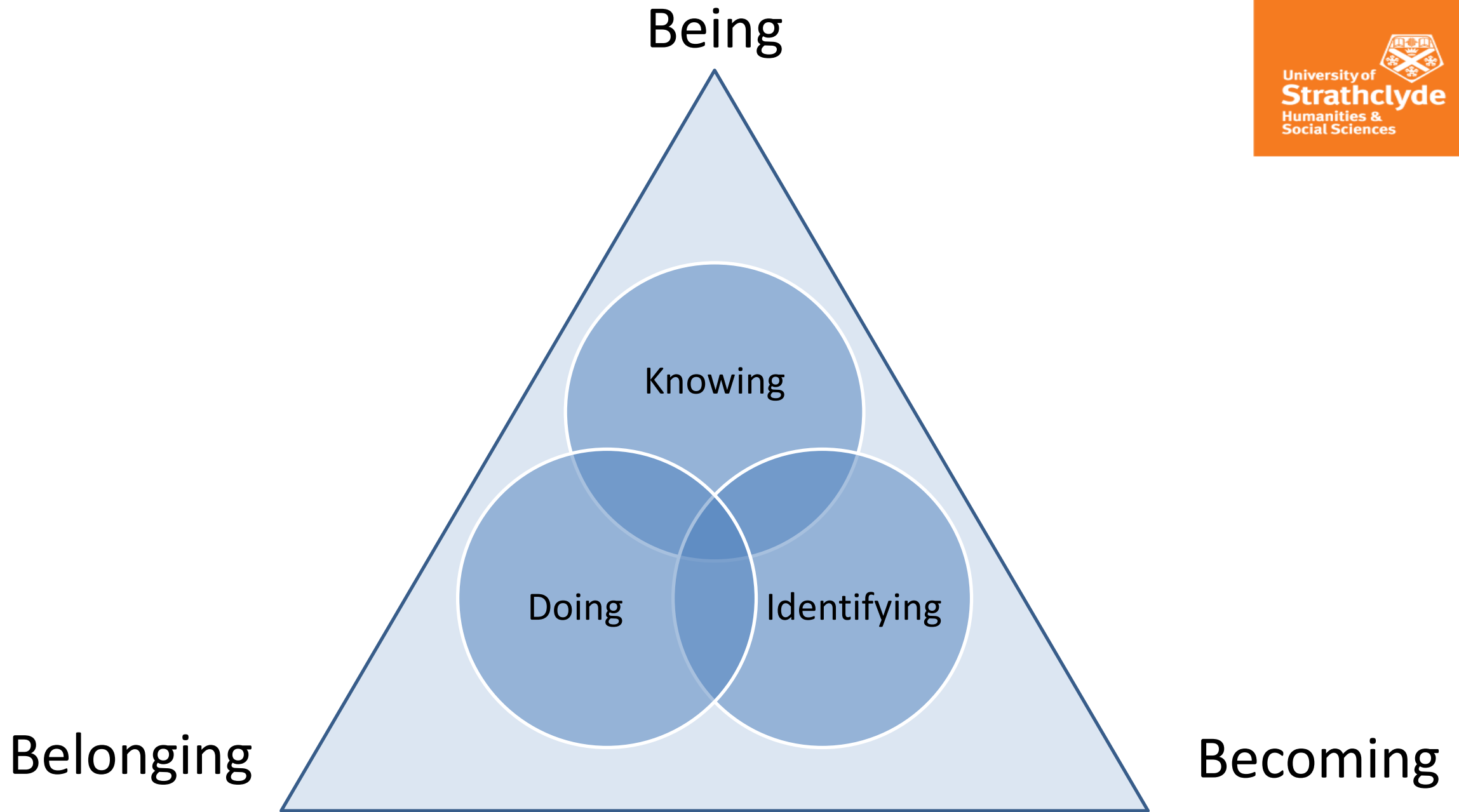
- Most often spoken about in terms of subject content and subject-specific pedagogy.
- Common concerns:
 - Too much time is spent on literacy and numeracy in primary (also RME).
 - Common programme design issues: class scheduling, bunching of assessment deadlines.
- Both aspects of school and university ITE are well-valued.
- Staff and graduates agree that teachers are ready for their probation years.
- Concerns around preparedness for differentiation are common with other teacher surveys in Europe.
- Limited preparedness for teaching languages seems less about programme design and more about language proficiency levels not matching newly-raised expectations in the 1+2 policy.

Desirable difficulty?

- “it is saying people are finding this hard, lets right a 1,000 word essay rather than a 4,000 word essay. Is that preparing people for the reality of the profession that they are going to go into or is that trying to make something a bit more accessible to people that then doesn't reflect the reality of the profession they are going into”
- “if they made it more challenging, if they made it more intellectual, maybe people wouldn't cope with it. Or possibly they didn't have anything to ... I don't know, maybe they didn't have anything to provide, that would be more challenging, so they just talk in more generalities.”

Organisation and deliberate design

- As in satisfaction measures generally, administration and organisation have substantial influence
 - Themes of professionalism, 'knowing what they're doing', 'random' placements 'thrown together', 'never got back to me', miscommunication.
 - “it is a system that is run on personal relationship and you can't ... you don't know what you are going to be placed in and whether that is going to work”
 - “The course was put together by Hugh Gallagher, he was just always there, and he had put together this course based on what he thought we needed to know. It was very structured, and I appreciated that structure...the course gave me a love of learning”



Drawing out questions...

- Where does ITE take place?
- What should new teachers 'know', 'be able to do', and how should they 'identify'?
- What should be the relationship between ITE and CLPL?
- *What should be the purpose of ITE?*