



# Measuring Quality in Initial Teacher Education: What matters?

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A collaboration of all Scottish ITE providers and GTCS  
Funded by Scottish Government



# ITE matters!

- Government spotlight on ITE at the moment
- Shortages of teachers in certain subject and certain geographical areas
- Scottish Government sees ITE as a very powerful route for changing practice in schools
- ‘Teacher professionalism’ as a driver in the National Improvement Framework
- Range of innovative new ITE routes
- Need to know more about ‘measuring’ ITE quality



# Summary of Project

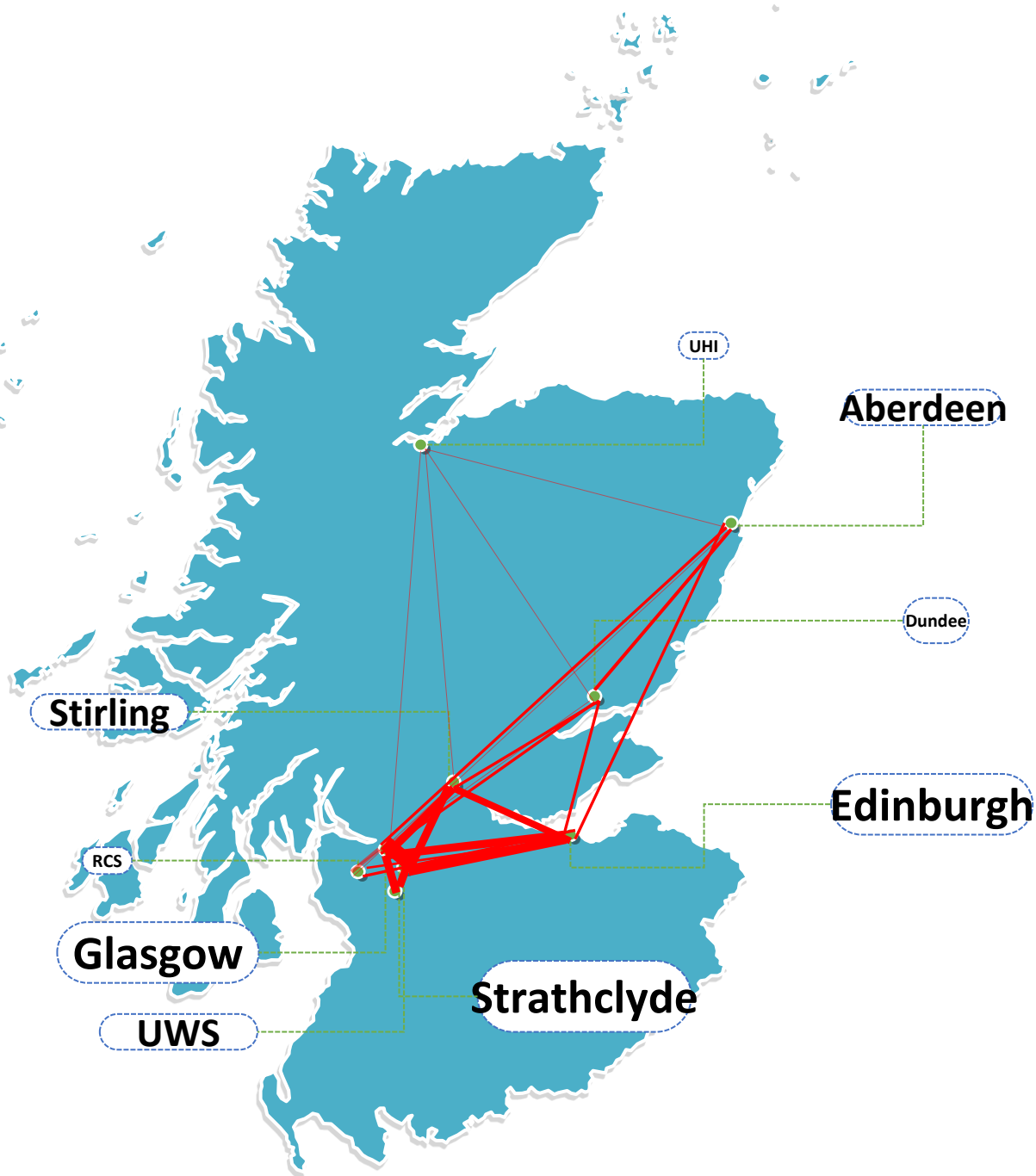
- 6-year project (2016-2022) following a cohort of 2018 graduates
- Developing a framework for exploring quality in ITE
- Partnerships with stakeholders and other Universities that deliver ITE across Scotland
- Research questions:
  - 1. How can quality in ITE be measured in a way appropriate to the Scottish context?
  - 2. What does this measuring tell us about aspects of quality in different ITE routes in Scotland?



What we  
are trying  
to achieve

A better understanding of quality in  
ITE, including the ways in which  
HEIs, schools and other  
organisations work to enhance  
quality

Gathering perspectives on ITE from  
students, teacher mentors,  
headteachers, local authority staff  
and university staff



<https://www.mquite.scot/methodology/>

## Survey questions

End of probation/induction year survey (2018 graduates, administered in 2019).

			very confident
Q20_1	<b>Areas of responsibility for all</b> At the current time, please tell us how confident you feel to teach the following: ...Literacy	Not at all confident	
Q20_2	...Numeracy	2	
Q20_3	...Health and Wellbeing	3	
		4	
		Very confident	
Q21_1	For each of the areas listed below, please indicate the extent to which you currently need professional development ...Knowledge and understanding of my subject field(s)		
Q21_2	...Pedagogical competencies in teaching my subject field(s)		
Q21_3	...Knowledge of the curriculum	1	No need at present
Q21_4	...Student assessment practices	2	Low level of need
Q21_5	...Student behaviour and classroom management	3	Moderate level of need
Q21_6	...Approaches to individualised learning	4	High level of need



# Talking about subjects vs. efficacies

Efficacy ratings	2018	2019	2020	2021
Teach literacy	N/A	3.41	3.37	3.38
Provide alternative explanations	3.33	3.30	3.42	3.35
Make expectations clear	3.32	3.35	3.32	3.30
Teach health and wellbeing	N/A	3.41	3.35	3.28
Get pupils to believe they can do well	3.25	3.26	3.33	3.26
Teach numeracy	N/A	3.50	3.20	3.23
Challenge discrimination	N/A	3.27	3.24	3.20
Adopt inclusive pedagogies	N/A	3.36	3.24	3.19
Use ICT	3.13	3.07	3.21	3.18
Vary pedagogical strategies	3.12	3.16	3.13	3.13

# Some interpretations



Literacy, numeracy, and H&W all had high ratings



Many PISA efficacies also rated highly



Some evidence of practice shock, but fairly minor



Little change over time (similar findings when asking about professional learning needs)





# Extent to which you currently need professional development

	2018	2019	2020	2021
Subject knowledge	2.26	2.10	2.06	1.99
General pedagogy	N/A	1.91	2.11	2.05
Student assessment practices	2.52	2.34	2.25	2.07
Student behaviour and classroom management	2.62	2.47	2.29	2.23
Motivation	N/A	2.32	2.33	2.26
Teaching cross-curricular skills	2.38	2.37	2.28	2.30
Pedagogical competencies in specific subjects	2.36	2.26	2.41	2.31
Approaches to individualised learning	2.68	2.72	2.46	2.36
Teaching students with additional support needs	2.91	2.95	2.61	2.53
Teaching in a multicultural or multilingual setting	2.85	2.74	2.58	2.55

Some key  
impacts from  
the project so  
far

- No crisis with numeracy teaching
- National conversations more nuanced
- ‘Measuring’ quality at a system (rather than institutional/programme) level

# What is 'retention' for state- funded graduates?

- Problems with 'wastage' both conceptually and practically
- A desire to understand retention in ways that relate to ITE provision as development of the self rather than as supply of labour
- Implications for teaching as a lifelong career
- ...though 'intention to remain' could conflate issues around working conditions or 'the great resignation'



# What is 'retention' for state-funded graduates?

<b>Intention</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
a) Class/subject teacher in Scotland	72%	67%	63%	52%
b) Middle leader	35%	33%	37%	29%
c) School leader/headteacher	4%	2%	1%	1%
d) Not teaching at all	7%	9%	10%	7%
e) Teaching outwith Scotland	23%	18%	16%	7%
f) Working in further or higher education	7%	8%	7%	7%
g) Working in education but not teaching	11%	12%	11%	10%
h) Studying for, or having achieved, a Master's Degree in Education	32%	24%	23%	21%
i) Studying for, or having achieved, a doctorate in education, e.g., PhD or EdD	4%	3%	3%	5%
j) Studying for, or having achieved a master's or doctorate in a non-education-related field	3%	2%	2%	5%
k) Other	3%	5%	3%	10%

<b>Intention category</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
I. Teaching related	95%	96%	87%	77%
II. Education related	40%	26%	37%	30%
<i>[neither I nor II]</i>	3%	5%	7%	20%
III. Out of service	8%	22%	14%	10%



	On graduation	During induction	After induction
Reflective practice	3.28	3.07	2.84
Planning	3.18	2.82	2.88
Practitioner enquiry	3.05	2.81	2.75
Subject pedagogy	3.01	2.81	2.74
Assessment	3.03	2.79	2.72
General pedagogy	2.97	2.67	2.73
Broad general education	3.06	2.60	2.68
Social justice	2.95	2.72	2.63
Classroom management	2.91	2.73	2.59
Child development	2.73	2.58	2.57
Additional support needs	2.66	2.46	2.50
Motivation	2.68	2.48	2.38

What counts?  
 What helps?  
 What endures?

Please tick if the following were included in your ITE, and then rate how helpful you have found them since



## What are the key measures?

- Teacher efficacy: 3.0/4
- CPD need: 2.4/4
- Helpfulness of ITE: 3.3/4
- 73% intend to remain in teaching or education in some capacity (>95% on graduation/induction)
- 87% would study the same programme if given the choice again: a 4.5/5 rating on graduation, 4.1 on induction, cf. OECD mean of 3.7

# Policy take-aways



Partnership –  
who does  
what?



ITE →  
induction →  
ECD offers  
significant  
'ruptures' to  
TE and  
beyond



ITE seen as  
HEIs'  
'responsibility  
' . Induction  
and beyond  
seen LAs'/  
schools'  
responsibility



Need for a  
'consistent/  
critical  
message' for  
all



Induction year  
has been highly  
rated globally...  
but in practice?



What is ITE  
for?...What  
should it seek  
to achieve?



# What next...

- Capturing the views of school leaders and mentors (Nominal Group Technique)
  - One more annual cohort survey in 2022
- Questions worthy of deeper/further exploration:
  - How teachers from under-represented groups experience learning to teach
    - Exploring the early phase as a continuum
  - Developing a tool for other jurisdictions to use
- Building in research on an ongoing basis at system level





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