



**FROM HEALTH CHECK TO DIAGNOSIS: USING THE MQuITE TOOLKIT AT PROGRAMME
LEVEL**

MQuITE roundtable, 24th November

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TODAY'S FOCUS

- Learning from the data collection and analysis of the project – the main findings will be featured in our symposium (Friday 13.45 GT27 4.029)
- Reflections on methodology which may be useful to researchers
- Inviting stakeholder feedback on the draft of a toolkit survey
- Discussing how a self-audit tool should differ from a system health-check tool

PROJECT HEADLINES

- Subject preparedness is mostly a UK-centric view, teacher efficacy seems more universal
- There is a consistent lack of confidence in certain subject areas that warrants retaining such a focus
- Standard measures of retention and attrition are unsuitable for our context, career intention is better
- Ratings stay remarkably similar over the early career phase, supporting the validity of a snapshot during ITE
- Views of students and university-based teacher educators align closely, but there are differences with views of school-based staff
- It's useful to split by primary/secondary, but most other comparisons show no difference

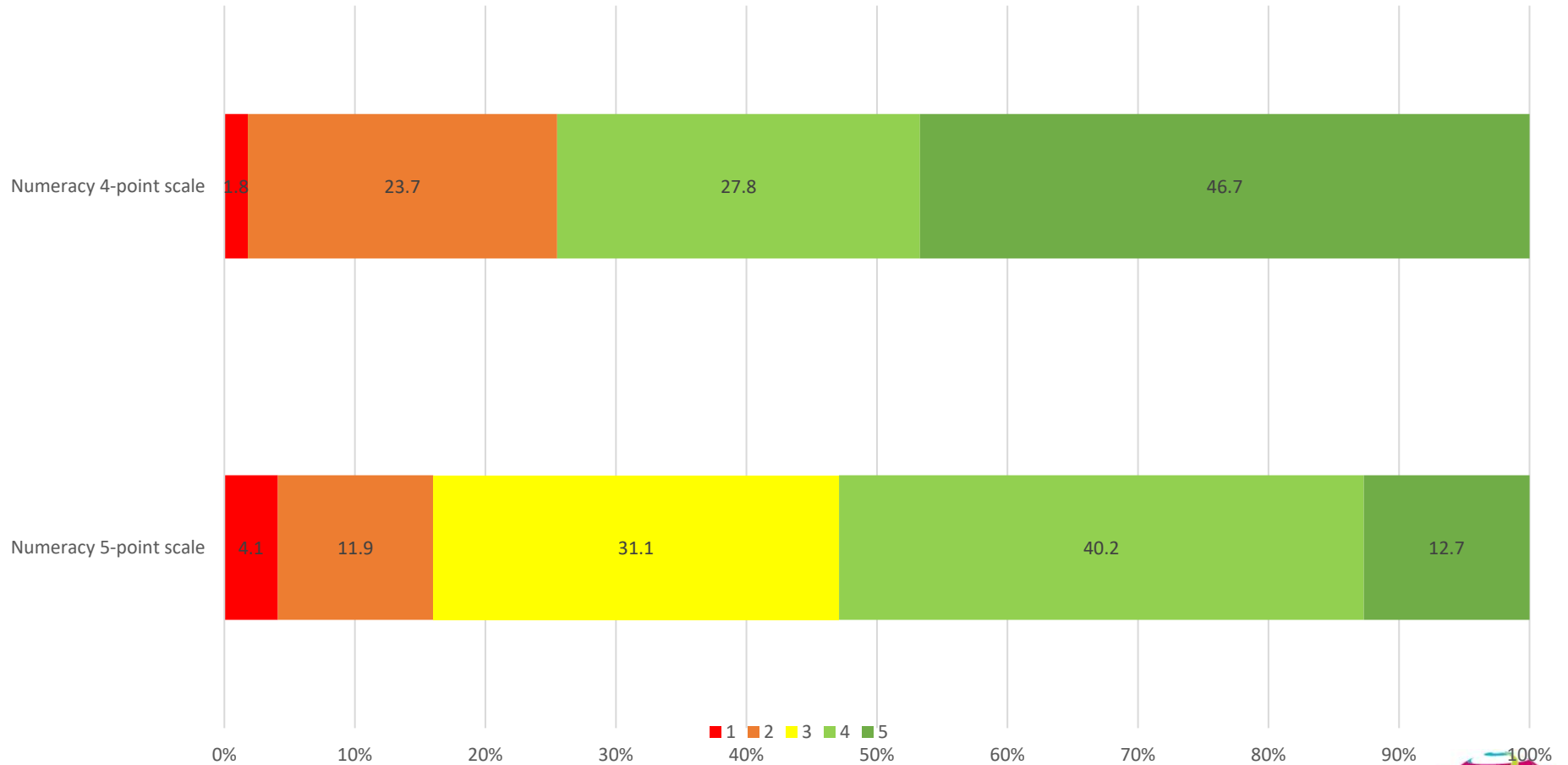
METHODOLOGICAL REFLECTIONS

- Response rates are a persistent challenge, esp. with retention and for longitudinal measures, though GTCs systems may mitigate this
- Programme audits are challenging given regular reviews and the lack of centralised data
- Institutional buy-in needs to be strong at all levels; a research assistant structure is problematic
- Online focus groups generate useful discussion, with NGT offering a convenient approach to breadth & strength of view
- International comparisons using TALIS are valuable and support the use of 4-point scales

V0.1 DESIGN INTENTIONS

- Similar to TESTA, should be self-administered with guidance on straightforward inferential statistics
- Adding benchmarking to allow national/international comparisons where significant to the programme identity – error bars and t-tests will be enough knowledge
- Minimises questions without reducing the exercise to a satisfaction survey
- Should work during, at the end of, or years after ITE completion

QUANTIFYING A NUMERACY 'CRISIS'



IS PREPAREDNESS SPREAD EVENLY?

	Primary	Secondary
HWB	3.55	3.10
Literacy	3.56	3.08
Numeracy	3.52	3.17
Efficacy Mean	3.10	3.07
(rescaled)	3.88	3.84

IS PREPAREDNESS SPREAD EVENLY?

Subject (n=361)	Mean (/5)
Numeracy	3.8
Literacy	3.7
Health and wellbeing	3.5
Social studies	3.5
Expressive arts	3.4
PE	3.3
Sciences	3.3
Technologies	3.0
RME	3.0
Languages	2.8

LOOKING BEYOND SUBJECTS; TEACHER LITERACIES

Efficacy ratings (/4) (n=124)	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

LOOKING BEYOND SUBJECTS (2)

Efficacy ratings	2018	2019	2020	2021
Promote race equality	N/A	N/A	N/A	3.13
Teach to the UNCRC aims	N/A	N/A	N/A	3.12
Provide pastoral support	N/A	3.00	3.04	3.12
Get pupils to follow rules	3.08	3.09	3.14	3.11
Assess pupils	2.98	3.12	3.11	3.10
Craft questions	3.08	3.05	3.12	3.08
Promote social justice	N/A	3.27	3.18	3.06
Get pupils to value learning	3.10	3.11	3.12	3.01
Calm disruptive pupils	2.90	2.95	2.97	2.95
Manage pupil behaviour	2.83	2.88	2.91	2.95
Promote LGBTQI+ equality	N/A	N/A	N/A	2.94

LOOKING BEYOND SUBJECTS (3)

Efficacy ratings	2018	2019	2020	2021
Respond to new initiatives or sudden change	N/A	N/A	3.40	2.91
Make sense of social movements	N/A	N/A	N/A	2.85
Support pupils' critical thinking	2.94	2.87	2.90	2.81
Motivate pupils with low interest	2.87	2.83	2.83	2.66
Use blended/flipped approaches	N/A	N/A	N/A	2.58
Take on leadership roles	N/A	2.45	2.50	2.31

Table 5. Cross-tabulation of regret and intention to remain variables across all data captures (n = 329).

		Intend to Remain Teaching as Long as Able	
		No (n = 72)	Yes (n = 257)
Regret becoming a teacher	Regrets (n = 40)	33 (46%)	7 (3%)
	No regrets (n = 289)	39 (54%)	250 (97%)

Table 7. Self-reported teacher competency changes by risk category.

Student Teacher Risk Category	Self-Efficacy (Mean of All Measures)	Self-Efficacy (Behaviour)	CPD Need	Competence
Career regret	-8%	-10%	0%	-15%
Not expecting to be teaching in a classroom in Scotland	+1%	+1%	-2%	+1%
'At risk' composite	-6%	-9%	0%	-13%
Not expecting to be in teaching-related or education-related roles	-7%	-5%	+1%	-13%

DEMOGRAPHICS

- Age on completion of ITE
- Sex
- Ethnicity
- First language

HEADLINE MEASURES

Overall, I feel competent for this stage of my career

Overall, my school-based experiences supported my development as a teacher

Overall, my university-based experiences supported my development as a teacher

I securely meet the Standards for Provisional Registration

If I could go back to the start of university and start over again, I would definitely still choose the same programme

I regret my decision to become a teacher

In five years' time, I am likely to be...

A class/subject teacher in Scotland

Teaching outside Scotland

Returning to further study

In education-related work, but not teaching

Not in the education profession at all

EFFICACY MEASURES

1. Teach your main subject/age range
2. Teach cross-curricular skills
3. Teach in a wide range of curriculum areas
4. Get pupils to believe they can do well
5. Adopt inclusive pedagogies
6. Meet pupils' additional support needs
7. Challenge discrimination
8. Use ICT to enhance learning
9. Vary pedagogical strategies
10. Provide pastoral support
11. Promote inclusive practice
12. Assess pupil learning
13. Conduct practitioner enquiry
14. Identify suitable CLPL opportunities

DEVELOPING A NEW SELF-AUDIT SURVEY TOOL

- Gill Lancaster's model for health-based research: item selection, item reduction, pre-testing interviews ($n \approx 15$), piloting ($n \approx 50$, face/content validity), validation ($n \approx 300$)
- TESTA's model of a small number of reliable scales (CFA; $n > 300$)
- Deciding on scores that are meaningful and examples of different programme profiles (e.g. 'all rounder', 'subject specialist', 'pastoral leader') and respectful of local context

IS THIS A BIG NUMBER?

- Using 20% to identify cut-offs will work much better with scale variables, e.g. teacher self-efficacy (3.1 mean in Scotland): above 3.7 or below 2.9 would be internationally significant, above 3.5 or below 2.7 would be nationally significant
- Teaching numeracy: above 3.6 or below 2.7 would be 'nationally significant'
- Adopt inclusive pedagogies: above 3.6 or below 3.1 would be 'nationally significant', while below 2.5 would be internationally significant
- Get students to believe they can do well: above 3.4 or below 3.1 would be 'nationally significant', while below 2.5 would be internationally significant