Initial Teacher Education
A secondary perspective

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OBU PGCE survey

- Semi-structure questionnaire.

- Perceptions of the impact of the programme closure on aspects of the partnership.

- 43 respondents (former students, mentors and external partners).

National overview 2010-13

- Reduction of PGCE training places from 498 (2010/11) to 189 (2012/13).

- School Direct (SD) introduced in 2012.

- 36% secondary PGCE providers closed between 2010-13*.
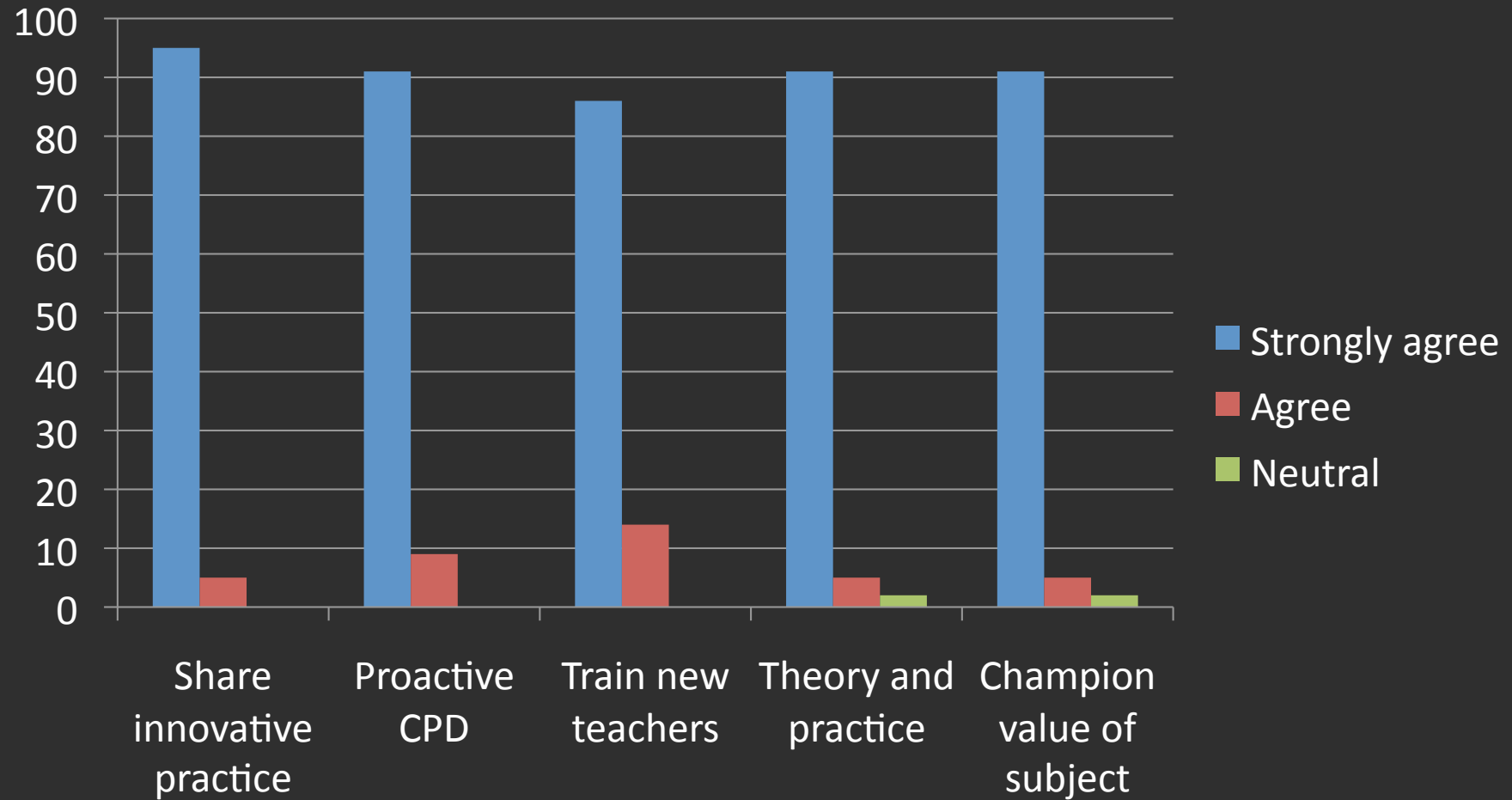
*Source: ITE allocations data.

https://www.gov.uk/government/publications

Regional context

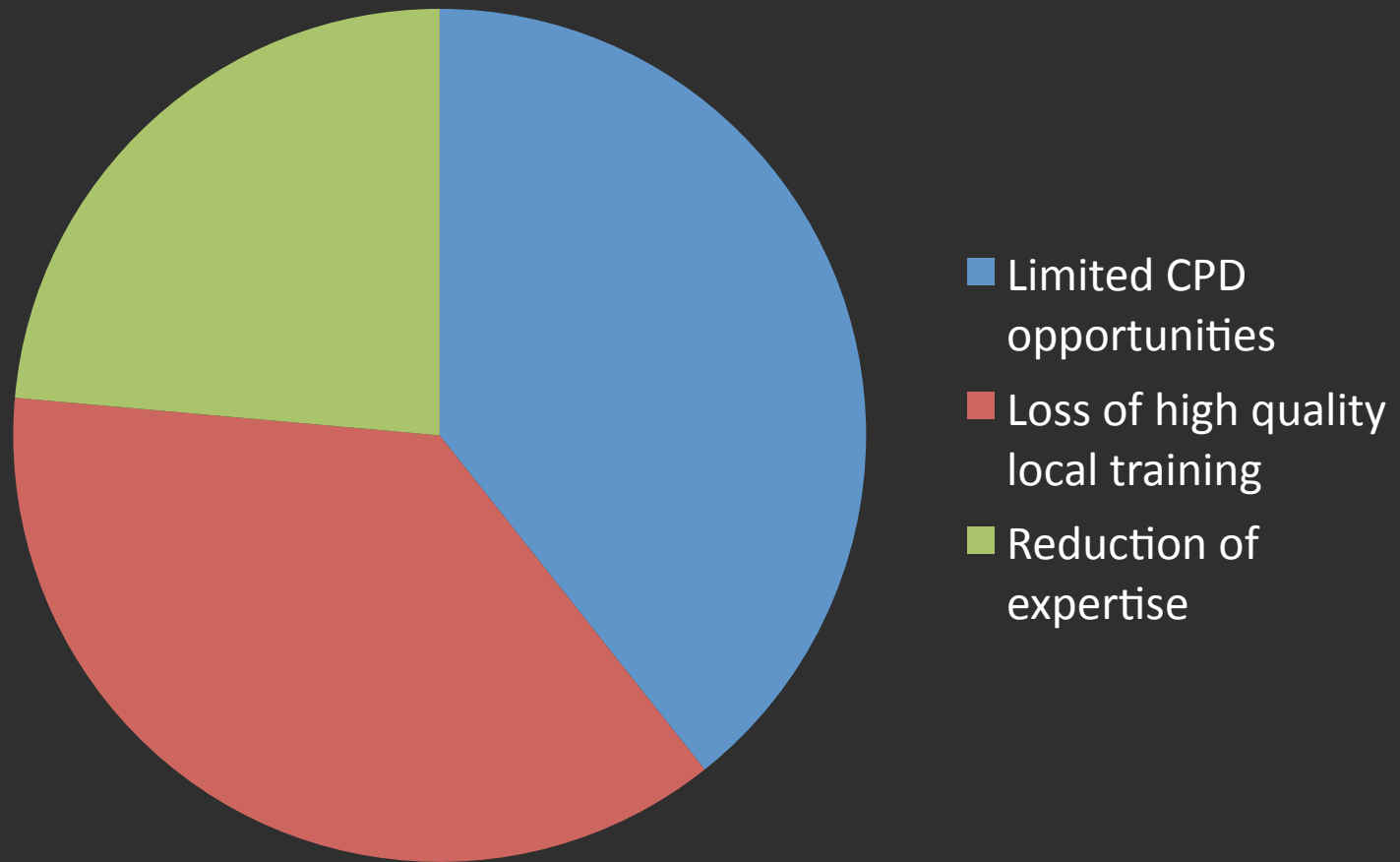**Oxford Brookes University Art/Design PGCE programme**

- Programme closed June 2012.
- Partnership spanned 5 counties.
- 58% of former PGCE students employed in partnership schools, of whom 65% became PGCE mentors on the programme.
- 2013-14: Opportunity for art and design School Direct allocations regionally: 1 school (Gloucester) in 50 mile radius of Oxford*.
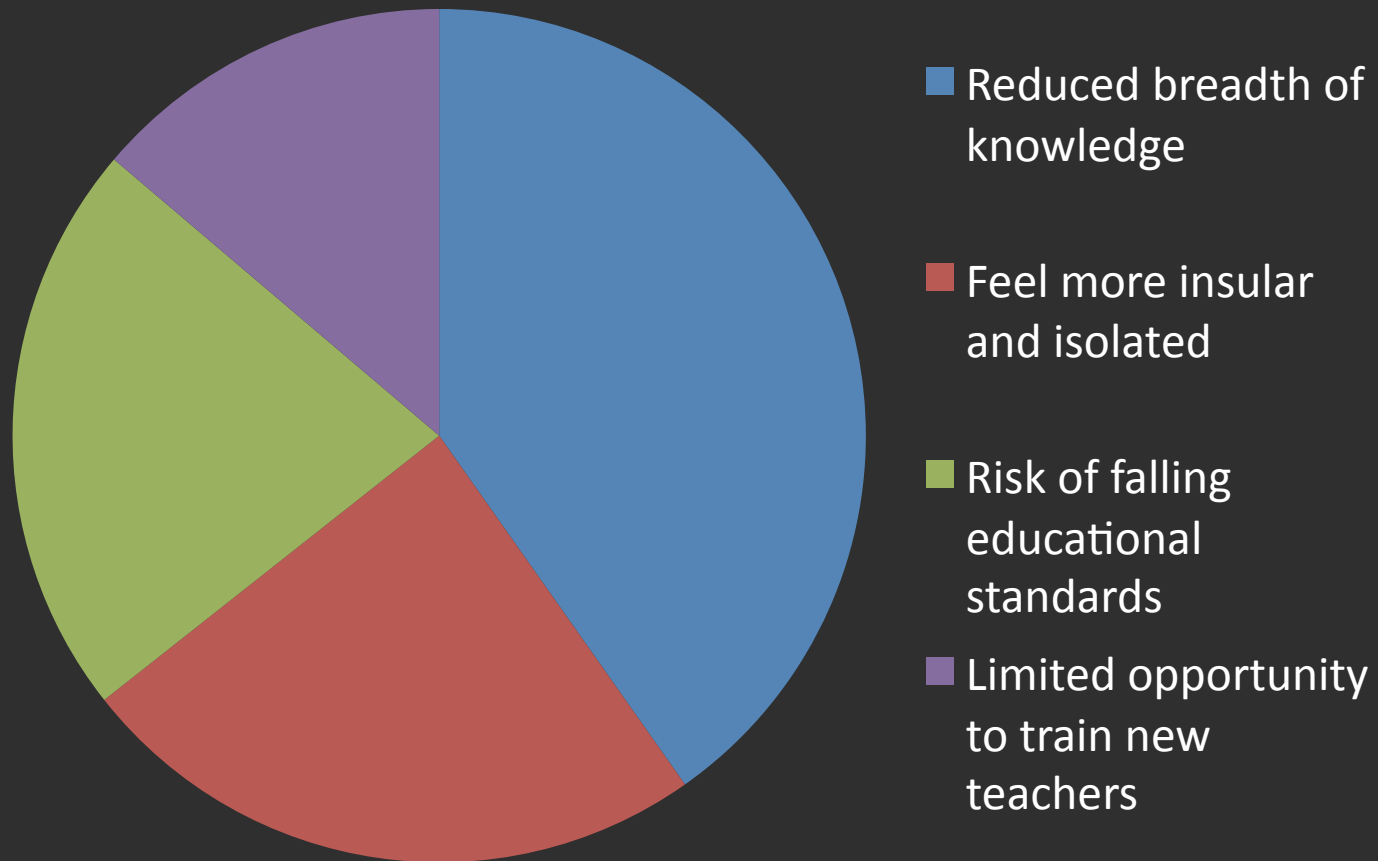
*Source: www.education. gov.uk (accessed 31.05.13).

Advantages of PGCE training:

Impact of PGCE closure on individual educators

- Limited CPD opportunities
- Loss of high quality local training
- Reduction of expertise

Impact on art and design departments

- Reduced breadth of knowledge
- Feel more insular and isolated
- Risk of falling educational standards
- Limited opportunity to train new teachers

Impact regionally and nationally

- Risk of fall in teaching standards
- Limited employment opportunities
- Reduction of sharing innovation
- Devaluing of subject
- Reduced networking opportunities
- Impacting on routes to degrees and employment
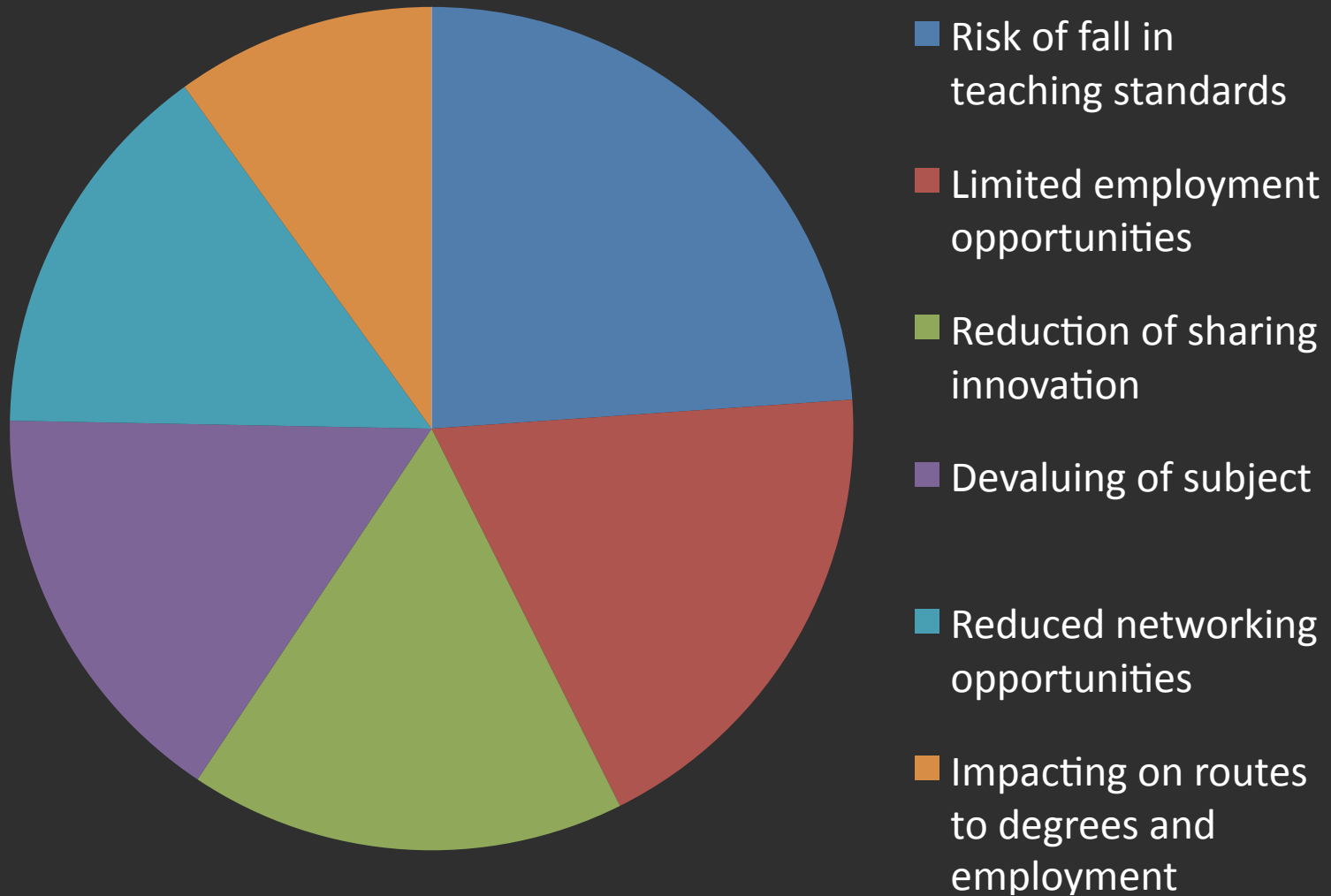
School Direct (OBU 2013):

9% were involved in other ITE routes (3 external partners; 1 mentor based in Durham): only 1 was directly involved in School Direct.

When asked how well PGCE and SD routes compare, responses include:
- Compares well or very well: 9%; neutral: 12%; poorly or very poorly: 30%; don't know: 26%.

Reasons for responses indicate partners believe SD provides:
- Limited access to theory, research, debate and academic rigour: 19%.
- Limited opportunity to train in diverse contexts: 16%.
- Limited depth/opportunity to reflect on own practice: 16%.
- No support for art and design training in the school: 12%.

Art and design ITE allocations 2013-2016
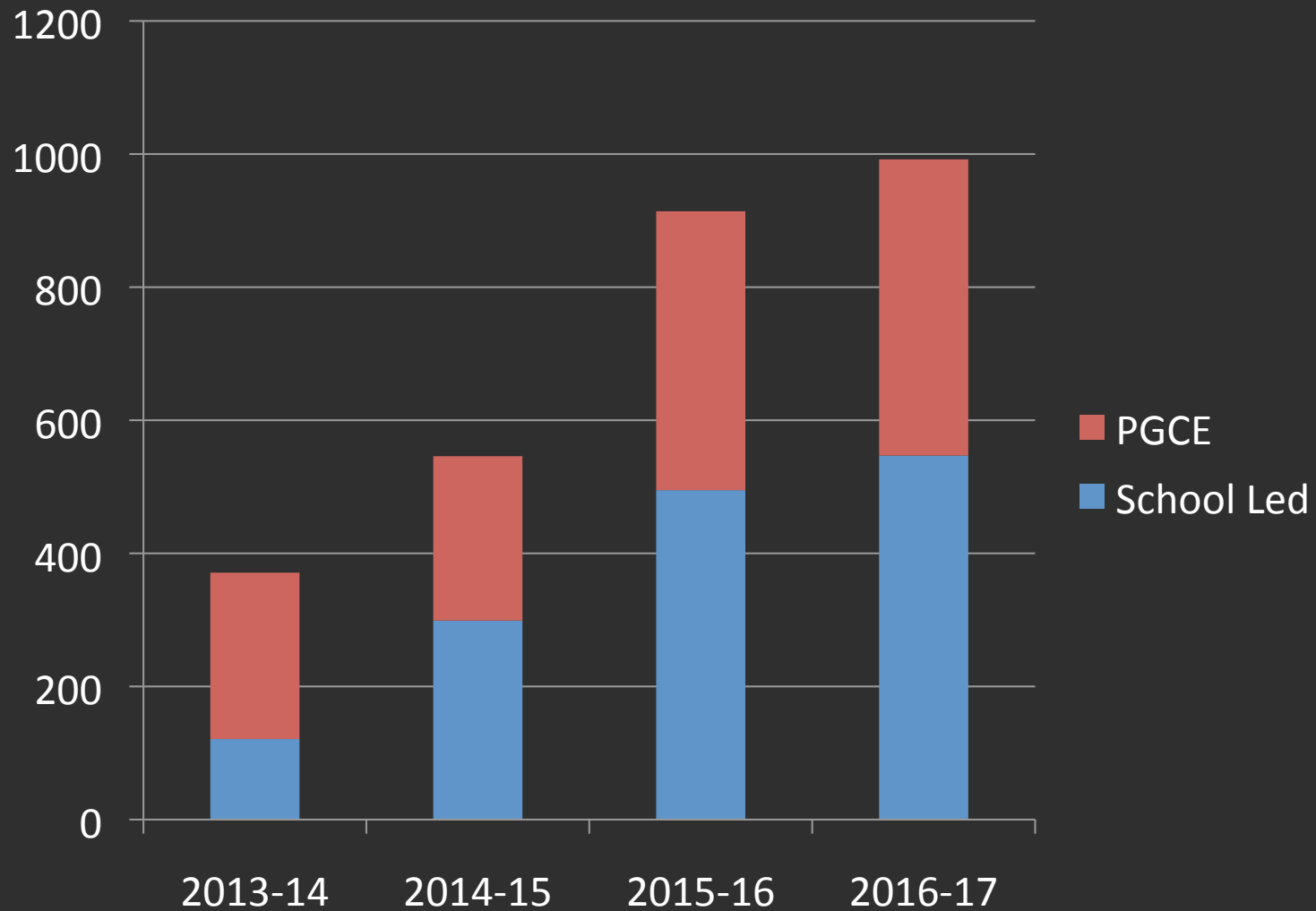
Current concerns (anecdotally):

- Inconsistent access to SD students' background to create personalised subject-based training programmes.

- Inconsistent access to subject knowledge training.

- Inconsistent tracking of subject knowledge development during training, including identifying and setting targets.

- Inconsistent quality of training placements.

- Potential for increased isolation from art and design education community.

- Inconsistent contact between NSEAD and SD students/ mentors.

- Lack of robust data.

Carter Review (2015: 7)

Recommendation 2: All ITT partnerships should:

    i. rigorously audit, track and systematically improve trainees' subject knowledge throughout the programme

    ii. ensure that changes to the curriculum and exam syllabi are embedded in ITT programmes

    iii. ensure that trainees have access to high quality subject expertise

    iv. ensure that trainees have opportunities to learn with others training in the same subject

Recommendation 3: Schools should include subject knowledge as an essential element of professional development.

NSEAD response:

ITE special interests group:

- Identify and create a database of target groups.
- Revise and create materials to communicate with target groups.
- Create an ITE specific survey.
- Identify training needs for target group and offer professional development opportunities.