

Art and Design in primary ITE

(or how many minutes does it take to train a primary teacher in the subject?)

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Outline

- Setting the scene: routes into primary ITE
- Building from known to the unknown (mid 1990s to mid 2010s)
- Results of a small scale survey (2016)
- Recommendations
- Sources of information



Figure 1

Main routes to qualified teacher status (QTS)

| Route | Number started training 2015/16 ¹ | Who leads recruitment and training design? | Who delivers training? | Are trainees students or salaried employees? | Qualification gained |
|--|--|--|--|--|--------------------------------|
| University-led (undergraduate) | 5,440 (16%) | University | University | Student | BA, BSc or BEd with QTS |
| University-led (postgraduate) | 13,561 (41%) | University | University | Student | QTS and PGCE ² |
| School Direct – Fee (postgraduate) | 7,086 (21%) | School | Mix of school-centred providers and universities | Student | QTS, usually with PGCE |
| School Direct – Salaried (postgraduate) Applicants must have around 3 years' experience | 3,166 (10%) | School | Mix of school-centred providers and universities | Employee | QTS, usually with PGCE |
| School-Centred Initial Teacher Training (postgraduate) | 2,372 (7%) | School-centred provider | School-centred provider | Student | QTS, usually with PGCE |
| Teach First (postgraduate) | 1,584 (5%) | Teach First | Teach First and university | Employee | QTS and PGCE, optional masters |
| Total | 33,209 | | | | |

Notes

1 Provisional figures from the Initial Teacher Training Census, November 2015.

2 Postgraduate Certificate of Education (PGCE).

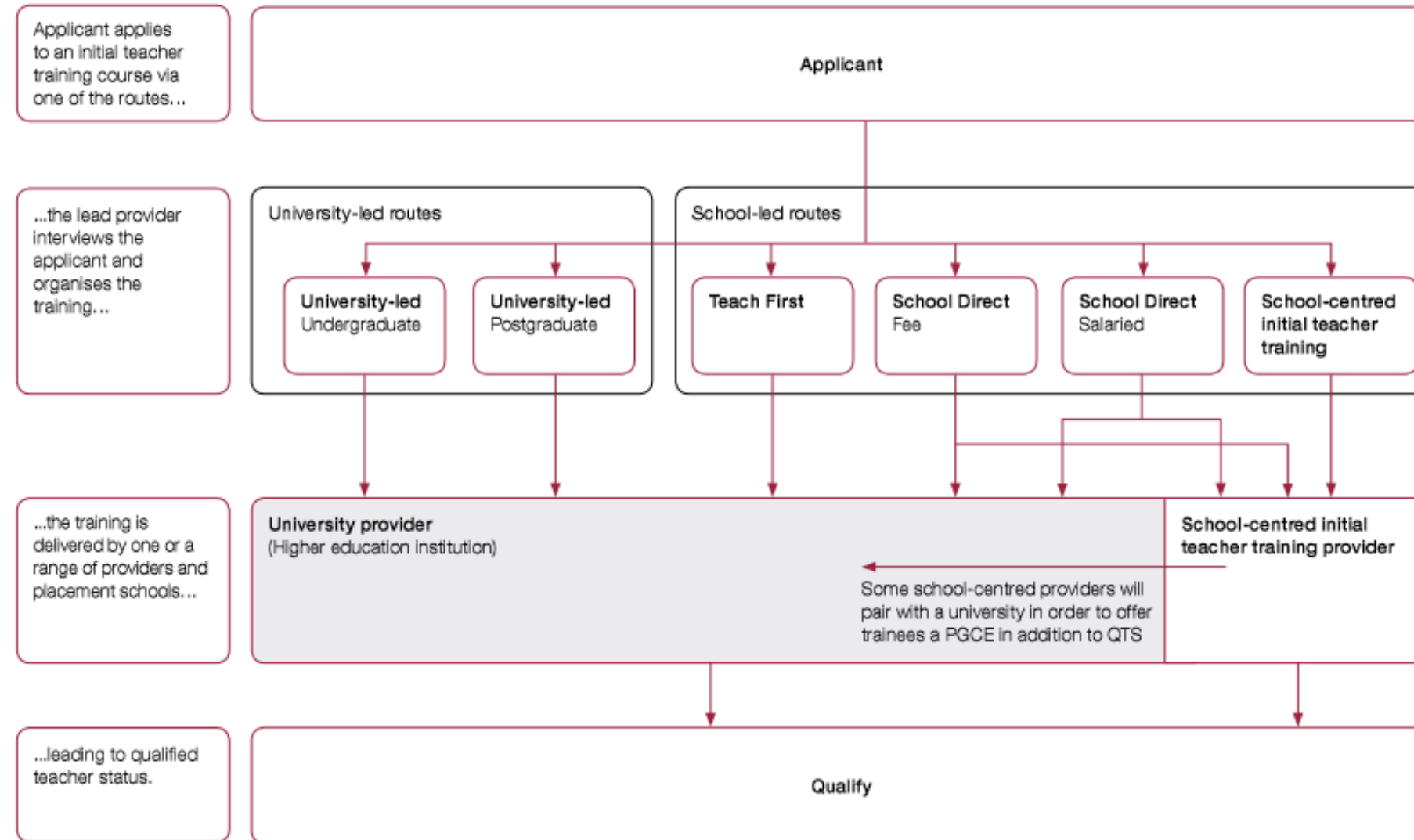
Source: Department for Education

From
*Training
new
teachers*

National
Audit
Office,
2016, p6

Figure 2

The main routes to qualified teacher status



From
***Training
new
teachers***

National
Audit
Office,
2016, p7

Building from known to the unknown (mid 1990s to mid 2010s)

Rick Rogers' work 1995 and 1998:

- Abandoning specialisms in arts subjects
- Cutting back hours allocated to arts training
- Losing access to resources – facilities, equipment, staffing
- Challenges of finding suitable placements in schools
- Better quality mentoring required in schools
- More in-service opportunities needed for qualified teachers

All sounding familiar?

Building from known to the unknown (mid 1990s to mid 2010s)

Contexts of Rogers' findings (with hours provided from Ofsted, 1997)

- | | |
|---------------------------------------|------------------------------|
| - Undergraduate | 41 hours average (up to 100) |
| - PGCE | 17 hours average (up to 30) |
| - SCITT (all linked to HEI provision) | no separate information |
-
- No national expectations/requirements
 - Less emphasis on core subjects in ITE
 - Relatively common for foundational study AND specialist option
 - Lower number of days required to be spent in schools on placement
 - 30 HEIs offered art as a specialist route (ie a significant proportion of each year of study)
 - Little was known about actual content of ITE art courses

Mid 2010's

Little research focus on **primary ITE**: exception being Corker, 2010:

- 3 ITE providers – all reducing hours allocated, more cross-curricular demanded (although serious concerns being voiced about opportunities to acquire specific subject knowledge); loss of specialist options

Ofsted (2012)

- Majority of primary schools failed to teach subject well or ensure pupils' achieved

Anecdotal evidence of continued reduction of hours in ITE AND primary curriculum teaching



Results of a small scale survey (2016)

Approached UCET, TSC and NASBTT for assistance in circulating ITE survey

Responses received:

- 18 providers
- 47 different programmes
- catering for approximately 5,000 primary student teachers
- across HEI (undergrad, PGCE, SD); SCITT and employment based routes

Focused on foundational level (ie for all primary ITE students); only one HEI offered a 30 hour specialist option: four HEIs offered a higher level research-based option but all said it was getting harder to recruit to these each year

Headline messages

- All student teachers allocated an **average of 2 sessions** (varying in length)
- Each **session lasts about 2 hours** (on average)
- Allocation ranged **between 1.5 and 12 hours** dedicated taught sessions
- 15 providers noted the **hours had been reduced** over past 5 years (several added challenge of sustaining the present allocation in 2016-17)
- **Variation of 'level' subject** taught at (12 @ L4; 5 @ L5; 23 @ L6 and 5 @L7 and 2 'unknown')

Uncertainties #1 (staffing/monitoring of programmes)

'I am a specialist art teacher at a primary school: I've been in the role for just over two years.

I have just been approached by our local teaching alliance to deliver teacher training for [six] school direct students....and.... I've been booked in for one 90 minute session.

I've just contacted our teaching alliance school.... [they] had no idea as to whether they have art lectures in University or not....

I have no idea how to pitch my 90 minute session, if I spend 30 minutes of it trying to find out how to pitch my session - they may only get 60 minutes of quality art training.....'

Uncertainties #2 (within the provider organisation)

‘...It’s hard to put [the total time given to art] into actual hours.... [the] Art tutors may not know specifically what has been specified by their institutes. Secondly [as], individual schools follow different timetables making it hard, to say the least, to pin down how much time is given over to this.

In our SCITT trainees must teach each foundation subject during the course of their training but I think the hours themselves are unspecified.....’

Concerns

- **Scale of variations** (including time allocated and implication for the content covered)
- **Lack of clarity from different forms of providers** (with least being available from SCITT/SD pathways)
- **Less interest in the quality** of content OR teaching provided
- **Smaller programmes appear to be most at risk** of further reduced allocations



Recommendations

- **Acknowledgement** of concerns and lack of research
- **Request** further larger research is undertaken
- **Express support** for funding applications (in order to achieve the research)
- **Request comment** from agencies: DfE; NCTL, Ofsted and Chartered College of Teaching



Sources of information

Corker, C. (2010) *An Investigation into the Provision for Art, Craft and Design in Primary Initial Teacher Education*. Unpublished M.A. Dissertation: University of Roehampton

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