

# Excellent research for excellent teacher education?

Ian Menter

ICET Conference 2011  
Glasgow



SCOTS PRISON CONDEMNED FOR 'UNACCEPTABLE' OVERCROWDING

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# TRAINER TEACHER SCANDAL

## Four out of five failing posts to land full-time posts

By Peter Frankel  
 Education Secretary Mike Gove said last night that he is determined to ensure that only the best teachers are employed in schools. He said that four out of five failing posts would be filled by full-time teachers.



**Sean Bean stabbed in fight over blonde**

By Peter Frankel

Sean Bean, 47, was stabbed in the chest during a fight over a blonde woman in a London nightclub last night.

## Excellent research for excellent teacher education?

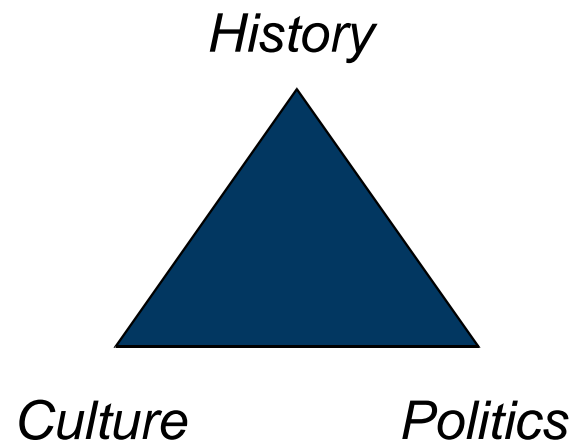
- *Three premises*
- *Assessment, quality assurance, teacher education and research*
- *Teacher education research in the UK*
- *Research for teacher education – the Donaldson Report*
- *Conceptions of teaching in Scotland and England*
- *Evidence-based policy making?*
- *Teacher education, research and democracy*
- *Conclusions*

## Three premises – Premise 1

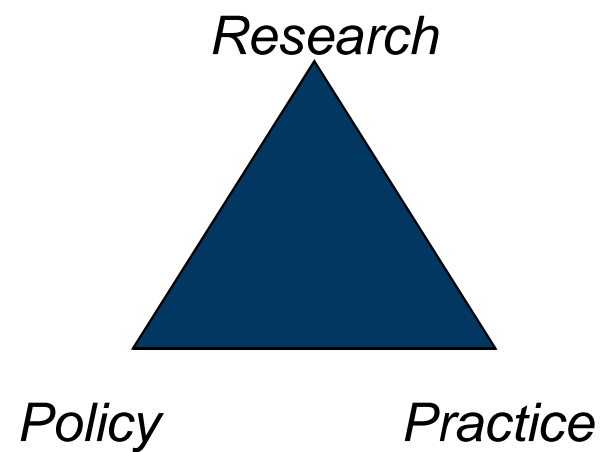
*By their teacher  
education ye shall  
know them....*



## Three premises - Premise 2



## Three premises – Premise 3



## Excellent research for excellent teacher education?

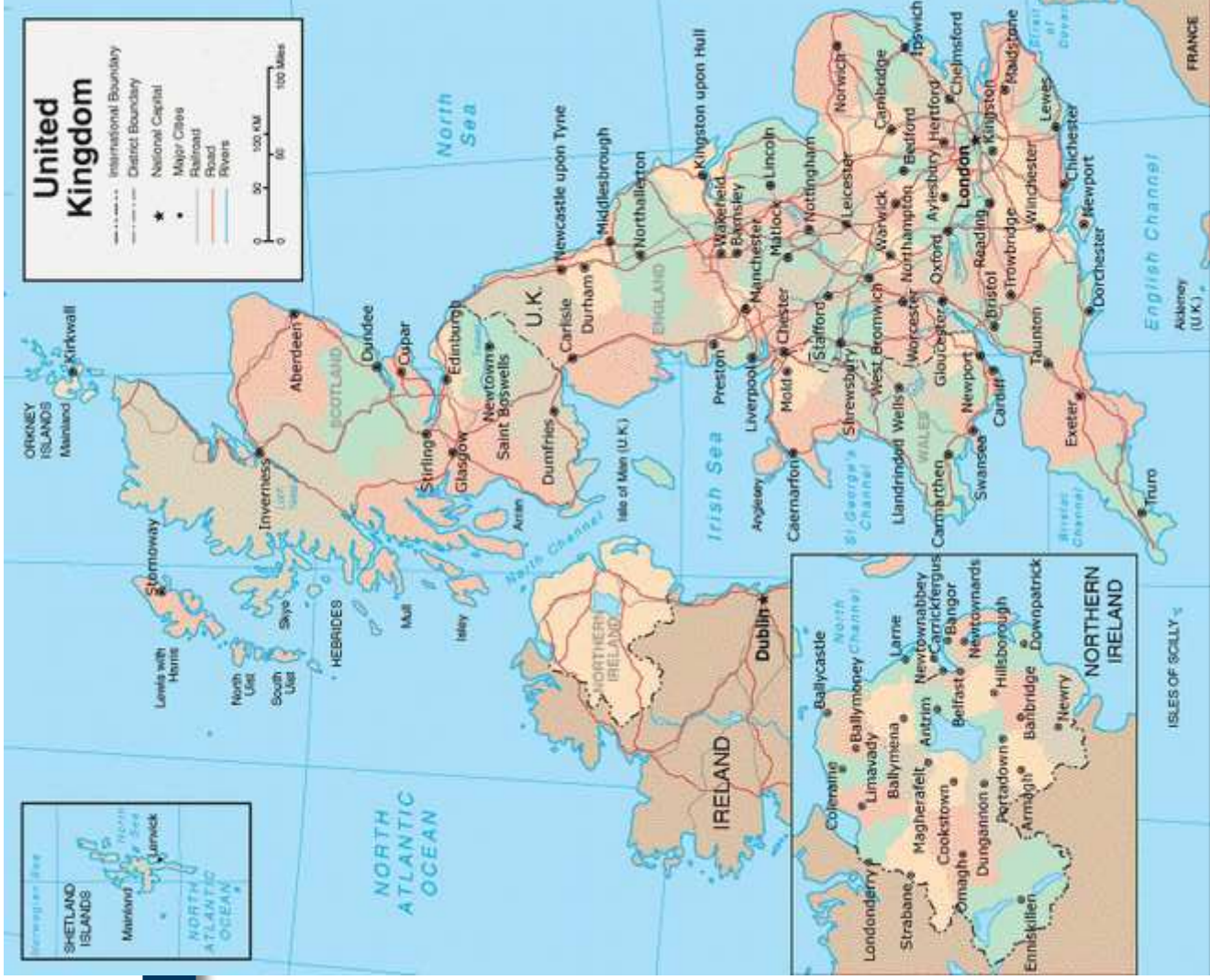
- ?
- *for...*
- *excellent*

## A tale of two countries....



- *It was the best of times, it was the worst of times...*
- *A Tale of Two Cities, Charles Dickens*





## (Part of) Offshore Europe

- 1 *'United Kingdom'*
- 4 *governments (but not an English one)*
- 4 *education systems*
- 4 *teacher education systems*
- 4 *sets of standards for teacher qualification*

*BUT*

- 1 *research assessment system*

## Teacher education research

- *Research Assessment Exercise – RAE*
- *Research **Excellence** Framework – REF*
  
- *Outputs*
- *Environment*
- *Impact*
  
- *Output criteria:*
  - Rigour, significance, originality

## The Teacher Education Group



<http://www.tlrp.org/capacity/rm/wt/teg/>

**446 items categorised by core topic/s**

<b>Topics</b>	<b>Frequen cy</b>	<b>% of 446 items</b>
Professional Learning	380	85.2
National Context	367	82.3
Regulatory frameworks and policy	256	57.4
Curriculum and assessment	148	33.2
Partnership	110	24.7
Equity issues	77	17.3
Ethical issues	52	11.7
Teacher educators' professional development	52	11.7

## Teacher ed. research in the UK: 446 articles 2000-2008

Core Methods	Frequency	%
Reflection	268	60.1
Interviews	227	50.9
Small-scale	194	43.5
Qualitative	185	41.5
Literature review	138	30.9
Practice-based	137	30.7
Questionnaire	129	28.9
Large-scale	112	25.1
Mixed	102	22.9
Content analysis	100	22.4
Political economy	100	22.4
Case study	83	18.6
Survey	53	11.9
Longitudinal	38	8.5
Quantitative	38	8.5
Action research	35	7.8
Quasi-experimental	3	0.7

## What's missing?

- *Large scale*
- *Longitudinal*
- *Quantitative*

## Scotland: Three reviews of teacher education

- (1) *Deloitte and Touche 2001*
- (2) *Second stage review 2005*
- (3) *Review of Teacher Education in Scotland 2011 – Graham Donaldson, former Senior Chief Inspector*





## The Review of Teacher Education in Scotland (RTES)

### *Remit*

- *The Review's remit is to consider the best arrangements for the full continuum of teacher education in Scotland.*
- *The Review will consider initial teacher education, induction and professional development and the interaction between them.*



## RTES – the approach

- *The Review will adopt an **open** approach to its remit. Its initial stance will be that nothing should be ruled out or ruled in.*
- *It will examine **evidence** about effective approaches to teacher education from within Scotland, elsewhere in the UK and internationally. It will seek and consider evidence from all interested parties.*
- *As it progresses, the Review will promote open discussion about emerging issues. It is intended that, in addition to wider media discussion, this website will become an **interactive forum**, encouraging wide **involvement** in helping to shape the conclusions of the Review.*
- *See:*  
<http://www.reviewofteachereducationinscotland.org.uk/>

## RTES Literature Review (Menter et al, 2010)

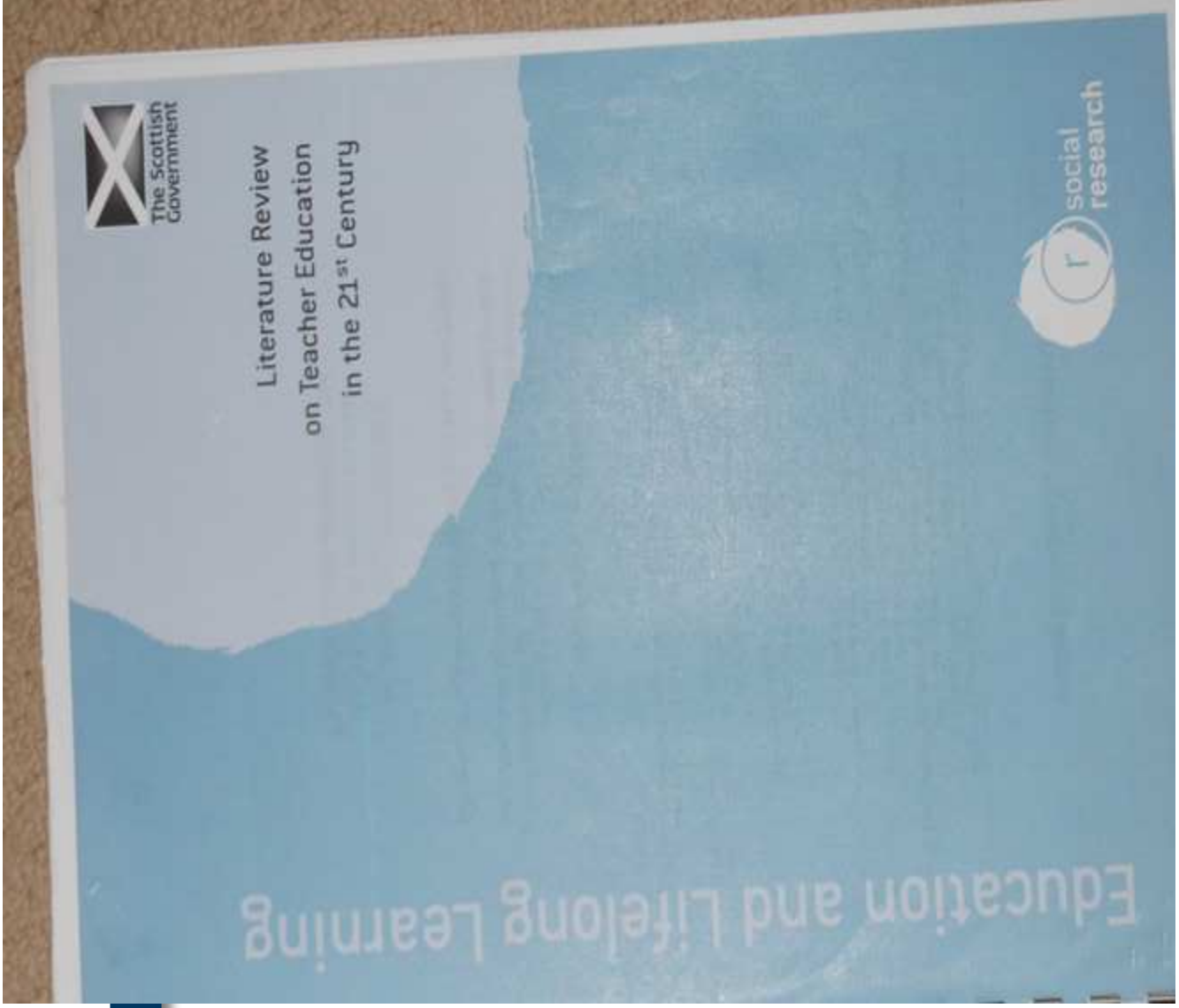
### *Aim*

*The overall aim of this review is 'to understand the contribution that teacher education can make to the quality and effectiveness of the educational experience and wider personal development of young people, drawing on effective practice in Scotland and elsewhere'.*

- See:  
<http://www.scotland.gov.uk/Publications/2010/09/24144019/0>

### *Items reviewed:*

- 2215 -> 709 -> 290



**Table 9. Summary of findings in relation to the objectives**

Objective	Summary of findings
Provide a high level overview of the current model of teacher education in Scotland, identifying current strengths and areas for improvement.	A number of very strong features were identified although the major area for improvement was in linking these aspects into a coherent and integrated whole, based on partnerships between the stakeholders.
Identify other education systems (which are broadly comparable to Scotland) that have undergone a significant curricula change, have seen a recent rise in educational standards or are already high performing, and explore the contribution of teacher education to their overall strategy, drawing out learning appropriate to Scotland.	Although it is rare to find studies which establish causal links between curricular change, teacher education and improvements in educational standards, many insights into the improvement of practices in teacher education at the various stages of the continuum were identified, from a range of settings, which may be of value to consider in the Scottish context.
Explore the relationships between forms of teacher education and the enhancement of professionalism, and between enhanced professionalism and pupil outcomes.	Four models of teacher professionalism were identified and linked to particular approaches to teacher education. The evidence on linkages between enhanced professionalism and pupil outcomes was found to be limited, contradictory and somewhat inconclusive.
Provide an overview of effective practice in evaluating the impact and effectiveness of teacher education.	Three main approaches to evaluation were considered: research, inspection and self-evaluation. Although research can investigate precise questions it is rarely cumulative, long-term or large-scale. Self-evaluation can provide a strong basis for professional development for those concerned but is usually limited in its wider significance. Inspections provide a valuable basis for comparison within and review across whole systems but tend to be less flexible and can be less sensitive to particular contexts.

## Objective 1

- *Provide a high level overview of the current model of teacher education in Scotland, identifying current strengths and areas for improvement.*
- *A number of very strong features were identified although the major area for improvement was in linking these aspects into a coherent and integrated whole, based on partnerships between the stakeholders.*

## Objective 2

- *Identify other education systems (which are broadly comparable to Scotland) that have undergone a significant curricula change, have seen a recent rise in educational standards or are already high performing, and explore the contribution of teacher education to their overall strategy, drawing out learning appropriate to Scotland.*
- *Although it is rare to find studies which establish causal links between curricular change, teacher education and improvements in educational standards, many insights into the improvement of practices in teacher education at the various stages of the continuum were identified, from a range of settings, which may be of value to consider in the Scottish context.*

## Objective 3

- *Explore the relationships between forms of teacher education and the enhancement of professionalism, and between enhanced professionalism and pupil outcomes.*
- *Four models of teacher professionalism were identified and linked to particular approaches to teacher education. The evidence on linkages between enhanced professionalism and pupil outcomes was found to be contradictory and somewhat inconclusive.*



## Objective 4

- *Provide an overview of effective practice in evaluating the impact and effectiveness of teacher education*
- *Three main approaches to evaluation were considered: research, inspection and self-evaluation. Each of these has strengths and some weaknesses. The amount of evidence available in relation to the latter two is limited.*

# TEACHING SCOTLAND'S FUTURE

Report of a review of teacher education in Scotland

Graham Donaldson  
December 2010

## Where is the space for OL in the Report?

- *“The Literature Review which was commissioned for this Review suggests ‘four influential “paradigms” of teacher professionalism: the effective teacher, the reflective teacher, the enquiring teacher and the transformative teacher....’ ... a teacher at the ‘extended’ end of the spectrum is the kind of professional who is highly proficient in the classroom and who is also reflective and enquiring not only about teaching and learning, but also about those wider issues which set the context for what should be taught and why. ... This concept of professionalism takes each individual teacher’s responsibility beyond the individual classroom outwards into the school, to teacher education and the profession as a whole.”*
- *(Donaldson, 2011:15)*

## Teaching Scotland's Future - what the report says

- *teachers “as reflective, accomplished and enquiring professionals who have the capacity to engage fully with the complexities of education and to be key actors in shaping and leading educational change”.  
P4*
- *very strong emphasis on teaching as a profession based on high quality provision*
- *the key role that universities have to offer in the development of teachers*
- *teaching is seen as a complex and challenging occupation which requires a strong and sophisticated professional development framework throughout every stage of the career*
- *emphasis on the link between teaching and leadership - good quality education is based on both, throughout the career.*

## *The Importance of Teaching – The English White Paper*

*‘We do not have a strong enough focus on what is proven to be the most effective practice in teacher education and development. We know that teachers learn best from other professionals and that an ‘open classroom’ culture is vital: observing teaching and being observed, having the opportunity to plan, prepare, reflect and teach with other teachers’*

## The English way forward

*‘...we will:*

- *Reform initial teacher training so that more training is on the job, and it focuses on key teaching skills including teaching early reading and mathematics, managing behaviour and responding to pupils’ Special Educational Needs’*
- *The Right Honourable Michael Gove MP, Secretary of State for Education*



## Ofsted annual report

- *‘There was more outstanding initial teacher education delivered by higher education-led partnerships than by school-centred initial teacher training partnerships and employment-based routes’*
- *Annual Report of Her Majesty’s Chief Inspector of Education, Children’s Services and Skills 2009/10 (November 2010) Christine Gilbert*

- *Was this evidence considered?*



## Stakeholder relations in England

- *Where is the evidence?*
- *Where are the universities?*
- *A national network of teaching schools*
- *‘In parallel we will invite some of the best higher education providers of initial teacher training to open University Training Schools. These are widely used in Finland as a means of training teachers in practice...’*



## A chink of light? (enlightenment?)

- *‘Every university offering Education Sciences in Finland is closely linked to a school... These schools act as a link between teaching and the latest academic research and innovation...’*
- *According to the head of one such school ‘by training highly motivated and skilled teachers who are able to make educational decisions based on **theory and research** – in addition to intuitive argumentation – we best fulfil our duty towards Finnish pupils and students’*

## Hitting the headlines?



## Industrial action over teacher education?

...of a very bad university. Everyone knows there are tendencies in universities with comic potential, but I really don't think my novel contains a portrayal of the university I teach at, or of anyone who works there. My book is a work of fiction."

The writer went on to explain that campus life makes fertile territory for

...unmoved, preferring to concentrate on financial administration with one of a number of his deputy vice-chancellors. "A little bit less concern on that one's part for the welfare of students, a little bit less intrusion," comments Hensher's VC as the angry don leaves his office.

The same alleged lack of interest in students and teaching standards in pro-

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### Teacher trainers' strike threat over classroom learning plan

by Daniel Boffey  
Policy Editor

Plans by Michael Gove, the education secretary, to move teacher training out of universities and into schools face a wave of protest and threats of strike action.

Last night union leaders warned that they would not allow Gove his wish for more teachers to learn their "craft" by observing others in classrooms.

Universities such as Liverpool Hope, a major teacher training institution, have already responded to the government's reform plans by seeking job cuts.

Teachers already spend much of their training in classrooms getting practical experience but the unions insist it is also crucial to learn theory and best practice in lecture halls.

A motion to be debated at the Association of Teachers and Lecturers' conference this week is set to condemn the government plans and the issue will feature at conferences held by the NUT and NASUWT unions.

Last night Sally Hunt of the University and College Union, which represents lecturers, said her members would turn to industrial action rather than allow the government to reform a system that "isn't broken".

Hunt said: "What I am very concerned about is this assertion that teaching is a craft that can be simply

learned by watching others. There is an awful lot of theory and research behind the profession. Teachers have a huge breadth of experience open to them and we are likely to lose all that if these reforms are pushed through.

"Something like 85% of teacher training is good or outstanding. That is not something you remove, that is a success story to be built on."

Hunt said she would be willing to instruct her members to strike if necessary. "We are working closely with members at institutions who are going to be affected," she said. "Just in the north-west we have seven institutions that are going to be hit, another three in London. This is moving far too quickly."

Plans for schools that specialise in training teachers have been outlined in the education bill as a possible replacement for university training.

However, union leaders fear these plans will not be financially viable in the current economic climate and that reforms will remove the old system without providing a replacement.

Gove is set to unveil more detail about his plans in June.

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**ON OTHER PAGES**

The classroom should be a place for learning – but not for teachers  
Francis Gilbert, [Comment, page 29](#)

I had never felt so clean and so... straight-forward. It was no nonsense, it was real, it was me  
Tim Lott  
confronts life as a 'baldie'  
Observer Magazine pages 26-34

## *Training our next generation of outstanding teachers*

- *June 2011*
- *'It explains how we will encourage schools to work together with universities to provide the training that is best for their trainees'.*
- *Michael Gove*

## *Training our next generation of outstanding teachers*

- *“Where teachers have had extensive initial training in schools, they perform better<sup>14</sup>.”*
- *What does footnote 14 say?*
- *14 Reinhartz and Stetson (1999); Menter (2010).*



## The Headmaster talking to Dorothy

*Shall I tell you what is wrong with Hector as a teacher?*

*It isn't that he doesn't produce results. He does. But they are unpredictable and unquantifiable and in the current educational climate that is no use. He may well be doing his job, but there is no method that I know of that enables me to assess the job that he is doing.*

*There is inspiration certainly, but how do I quantify that? And he has no notion of boundaries. A few weeks ago I caught him teaching French. French!*

*English is his subject. And I happened to hear one child singing yesterday morning, and on enquiry I find his pupils know all the words of 'When I'm cleaning windows'. George Formby. And Gracie Fields. Dorothy, what has Gracie Fields got to do with anything?*

## Raymond Williams: *The Long Revolution* (1960)

- *The old humanists*
- *The industrial trainers*
- *The public educators*





## The Long Revolution

- *It is a question of whether we can grasp the real nature of our society, or whether we persist in social and educational patterns based on a limited ruling class, a middle professional class, a large operative class, cemented by forces that cannot be challenged and will not be changed. The privileges and barriers, of an inherited kind will, in any case go down. It is only a question of whether we replace them by the free play of the market, or by a public education designed to express and create the values of an educated democracy and a common culture. 176*

## A reassertion of social democracy?

*Judt, T. (2010) Ill Fares the Land  
(A Treatise on our Discontents)  
London: Penguin*

- *...the fact remains that trust and cooperation were crucial building blocks for the modern state, and the more trust there was the more successful the state. (p70)*
- *The kind of society where trust is widespread is likely to be fairly compact and homogenous. The most developed and successful welfare states of Europe are Finland, Sweden, Denmark, the Netherlands and Austria, with Germany (formerly West Germany) an interesting outlier.... (p67)*



## Conclusions

- *Research **in** teacher education is very important – but it must be rigorous.*
- *Research **on** teacher education is too scarce - but it must be theoretically informed. (Note Martha Nussbaum's book *Not for Profit*)*
- *Research **about** teacher education is even rarer – it needs to be interdisciplinary.*

## RF Mackenzie



## *RF Mackenzie - The Sins of the Children (1967)*

*The Renaissance, which altered so much else, left education as it found it, the tool of governments. We are faced with the spectacular possibility that educational enquiry may be waking from its long sleep and, following the example of scientific enquiry, may declare its independence, its right to ask any questions whatsoever, no matter what their effects on principalities and powers. ...*

*The fight for educational freedom of enquiry may be as fierce as the fight for scientific freedom was. Fundamental educational experiments may be resisted as fiercely as Galileo's, and for the same reason – an elites's fear of losing power. If education wins, 1984 will be averted. (p215)*

- *Thanks for listening*
- *lan.menter@glasgow.ac.uk*