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MCKINSEY (2007) HOW THE WORLD'S BEST PERFORMING SCHOOL SYSTEMS COME OUT ON TOP:

They get the right people to become teachers (the quality of an education system cannot exceed the quality of its teachers)

Exhibit 5: The effect of teacher quality

CONTEXT OF TEACHER EDUCATION

About 40,000 trainee trainees train to be teachers each year.

Almost 80% University courses

4.6% SCITTs (school centred)

16.6% to employment-based programmes (EBITTs), including Teach First

OFSTED, 2009: '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' (p59).

Most follow one year Postgraduate (PGCE)

Most courses are delivered at Masters level – gaining 60 (out of 180) credits

Trainees pay £9000 for one year study offset by bursaries of up to £20,000 for priority subjects

Diverse routes into teaching – increasingly school led

Rewarding. Challenging. Teaching.

Apply for School Direct

Teaching Agency

Ofsted

University of Manchester

- PGCE Secondary (250)
- PGCE Primary (180)
- TeachFirst (100)
- Partnership of several hundred schools across Northwest
- Part of School of Education (to be SEED) linked with research and postgraduate provision
- Ofsted: 'Outstanding'
- Leading provider in North of England

Improving School Governance

A Recommended Code of Governance for Schools:
 A flexible framework for strategic planning

October 2011
 Pilot version 1

Overall structure of the Recommended Code
 The Recommended Code has three elements:

- Element A**
 A shared vision and long-term strategic plan for the school, from which annual school development plans can be derived, with the governing body monitoring these plans.
- Element B**
 A framework for governance, setting out how the governing body is expected to function. Comprising: skills, effectiveness, strategy, engagement, the role of the chair and the accountability of the executive.
- Element C**
 High-level school performance indicators, encompassing all outcomes for an effective school, on which governors report annually to parents. Linked to the high-level performance information that governors need to monitor the performance indicators.

The Recommended Code is intended to be flexible enough to allow schools to exercise autonomy, yet robust enough to enable governors to hold the executive to account.

The Recommended Code set out here is a starting-point that each school will develop to suit its own situation and needs.

Ofsted

The quality of leadership in, and management of, the school Governance

75. Inspectors will increasingly encounter different models of governance, such as those associated with federated arrangements, free schools and academy chains.

76. Whatever the mode of governance, inspectors must evaluate the extent to which governors both challenge and support the school and hold senior staff, including the headteacher, to account for the achievement of the pupils. Governors are not expected to be routinely involved in the day-to-day activity of the school. Governors are not expected to undertake lesson observations, unless the school has clear protocols for visits so their purposes are understood by school staff and governors alike¹¹. However, they hold important strategic responsibilities for the development and improvement of the school.

77. Inspectors should meet with as many governors during an inspection as is possible, and should determine how well governing bodies evaluate the performance of the school, particularly in terms of: pupil progress; the leadership of teaching; the management of staff; and the difference made by initiatives such as the pupil premium or the Year 7 catch-up premium.

78. Inspectors should consider whether governors:

- carry out their statutory duties
- understand the strengths and weaknesses of the school, including the quality of teaching

Ofsted Dashboard

- Governors rely on those they hold to account, for the information which they are expected to use in doing so. That may sound odd and circular but that's because it is: Leadership teams give governors information and governors use that to hold them to account. I'm sure in the vast majority of cases this is not a problem but it is an odd dynamic and one that is open to 'creative use' where governors do not know the full range of information that is available. It was Heads themselves who raised this issue most during our interviews. As one put it:
- *"the amount of data that is available in any school is phenomenal and heads can choose which data they share with governors and which they don't"*
- By independently providing key information to governors, Ofsted's dashboard makes things far more sensible.

Ofsted

School Data Dashboard

Walden High School (URN: 100170, OFSTED No.: 100420) - Key Stage 4

How are pupils doing in exams? (Achievement)

English
In 2012, 50% of all pupils attained five GCSEs grade A*-C including English and mathematics. This is a decrease of 20 percentage points since 2011.

Mathematics
In 2012, 56% of all pupils attained grade A*-C in mathematics (EBacc). This is an increase of three percentage points since 2011.

Science
In 2012, 62% of pupils entered attained grade A*-C in science (EBacc). This is a decrease of three percentage points since 2011.

Comparison with other schools

Performance	High	2nd	3rd	4th	Lowest
English	High	2nd	3rd	4th	Lowest
Mathematics	High	2nd	3rd	4th	Lowest
Science	High	2nd	3rd	4th	Lowest

The data presented in this report are Key Stage 4 and are validated. Data source: Department for Education. Some schools are those schools which have a similar size and attainment to the school. More information can be found in the accompanying guidance document.

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McKinsey (2007) How the world's best performing school systems come out on top:

They get the right people to become teachers (the quality of an education system cannot exceed the quality of its teachers)

They develop these people into effective instructors (the only way to improve outcomes is to improve instruction)

They put in place systems and targeted support to ensure that every child is able to benefit from excellent instruction (the only way for the system to reach the highest performance is to raise the standard of every student)

Changing nature of ITE

- Movement from traditional recruitment, training and employment
- Movement from traditional Mentor and PGCE
- Movement to Teaching Schools
- Movement to School Direct/ School Direct Salaried
- Movement to University Training Departments (UTD/UTS)
- Movement to School Based Teacher Educators
- Movement to shadowing, research and CPD
- Movement to Diversity Support Coaches
- Movement to PRU/AP involvement
- Movement to skills tests/ Bursaries/ Short notice inspections/ allocations



SCHOOL DIRECT

The University of Manchester – School Direct 2014-15: Information for Schools and Colleges

- Move to a local supply model
- Schools request training places directly from the government; select the accredited provider of teacher training they want to work with; agree the content and focus of the training programme depending on their needs and negotiate directly with the provider on how the money for training should be divided.
- Ideological or political?
- Expertise?
- Accountability?

What are the key questions and decisions governors need to be asking about teacher education?



- To what extent do we want to or can afford not to be involved in Initial Teacher Education?
- To what extent do we want to 'grow our own' teachers?
- What capacity and expertise do we have for this?
- What is our vision for teacher education and development?
- Who do we want to work with and how do we want to work with them?



Teaching Agency -Benefits of School Direct for your school:

- More likely to recruit the right person for you?
- Customise the training to suit the needs of your school and trainee?
- Trainees get on board very quickly?
- Snap up the best new talent?
- Develop tailored training programmes with your chosen provider?
- Build stronger partnerships with other local schools, across teaching phases, and teacher training providers?



Case Study – School A

- Takes trainee teachers as part of PGCE
- Has a healthy and valuable relationship with University
- Mentor training and attendance at University assessment centres seen as important
- Has a turnover of Mathematics and Science teachers so requests School Direct allocation as they struggle to get high quality applicants.

Case Study – School B

- Teaching School – high level of involvement with University and Teacher Training.
- Coordinates School Direct as part of consortium and expects to recruit and employ 30-35 trainees across the group of schools.
- School Direct trainees will follow SD premium but school supplements this with pre and post course developments.
- Additional provision related to leadership.

Case Study – School C

- 100+ trainees a year
- Consortium of headteachers work together to form a SCITT – School Centred Initial Teacher Training
- Lead school becomes an accredited provider
- Quality assured masters provision by University
- Develops future workforce in this way