

# **TEACH FIRST: Innovation in Initial Teacher Education**

**Report  
Training and Development Agency**

**Professor Sonia Blandford: Director Leadership Development – Teach First  
Sue Rowell: Former Teach First School Head teacher – Kent  
Katherine Richardson: Teach First Ambassador / Researcher IoE**

**December 2008**

## Project Brief

In July 2008 the Training Development Agency (TDA) commissioned Teach First to investigate how innovations in the Teach First Initial Teacher Education (ITE) programme can be used to develop mainstream training and education, focussing on:

- training students in urban settings through partnerships with business and communities
- the development of a strong ethos within training routes
- the generation of peer to peer support groups
- marketing of teaching as a profession that skills people up and creates opportunities for advancement in other careers.

## Project Objective

To make practical recommendations to TDA to inform all routes into teaching in England and Wales with particular emphasis on:

- a) The enhancement of ITE student performance as measured against TDA national standards
- b) training requirements for teachers in urban schools.

## Contents

	<b>Page</b>
Summary Conclusions and Key Recommendations	3
Section 1 The Teach First Model	4
Section 2 Partnership with universities	7
Section 3 Partnership with Business	8
Section 4 Participant Self Evaluation	8
Section 5 In-School Experience	9
Section 6 Esprit de corps, Networking and Role models	10
Section 7 Marketing of Teaching and Retention of Teachers	11
Section 8 Comparison of the Teach First Model with other Initial Teacher Education routes	12
Appendix1 Statistics	15
Appendix 2 Business Partnerships in Teach First	17
Appendix 3 Section from Teach First reflective Journal	18
Appendix 4 Section from Pupil Achievement Reflective (PAR) Guide	20
Appendix 5 Methodology of the research project	22

# Executive Summary

## Main Conclusions

The Teach First partnership between business and the education community has developed a unique model that has challenged traditional practice in Initial Teacher Training. By working collaboratively, business and education have been able to recruit top graduates to train for work in areas of social disadvantage in a variety of fields, including teaching.

A strong ethos has developed amongst all people who join the Teach First organisation because of the strong mission statement and the clear articulation of core values and competencies against which participants are recruited and trained over two years. After the two years of training, the mission and the values have a strong influence on the style and approach of the Ambassadors who have all achieved the Teach First competencies, making them highly employable by a large number of organisations.

The use of peer support is built into the structure of the training programme; this includes the first two years whilst in schools but it extends well beyond as Teach First Ambassadors take up positions in other fields. A high priority is placed on developing networks between Participants and Ambassadors and Leaders in Business and Education so that training is influenced by leaders in a variety of fields.

Teach First has challenged the traditional notion that teachers will be teachers for life. By incorporating leadership knowledge, skills and experience into the training programme, it ensures that the participant has transferable skills so that career choices and changes can be made.

## Key Recommendations

Higher Education Institutes (HEI) should continue to be central to all teacher training routes so that a national and international standard is maintained.

As the qualification for teaching develops at Master's level, teacher training should include leadership knowledge, skills and experience within the training programme.

All HEI should develop some teacher training programmes which specifically aim to train graduates to teach and lead in urban schools or schools which are in the National Challenge category.

Leaders from business should be involved in delivery of the leadership section of the Master's level for teacher training. There is the opportunity for a closer relationship with local business as HEI and schools begin to work together with business on curriculum development for the 14 – 19 Diploma lines.

The marketing and recruitment of teachers should be revised urgently to reflect the values and competencies that are required in 21<sup>st</sup> Century Schools.

HEI should work in partnership with Local Authorities to develop and deliver Continuing Professional Development for all teachers, including the establishment of strong local networks.

Teach First is a value-based training journey. It attracts high calibre, highly motivated graduates who can identify with the explicit Teach First core values of commitment, excellence, integrity, collaboration and innovation and who are additionally drawn to the Teach First mission – *“to address educational disadvantage by transforming exceptional graduates into effective, inspirational teachers and leaders in all fields”*.

Teach First aims to achieve its mission by providing its Participants with a two year training programme to develop their skills, resources, networks, knowledge and experience so that they can become potential future leaders in all sectors of society.

The Teach First Participants spend the two years of their contract teaching in challenging inner city schools, during which time they follow a training programme to gain Qualified Teacher Status. At the same time, they follow a tailored leadership development programme that has been developed with over 100 employers and this is delivered in collaboration with business leaders.

After the two training years, Participants graduate from the Teach First programme as Ambassadors and at this stage 55% remain in schools whilst the remainder move into business or the social sector. However, the remit of an Ambassador remains the same no matter what sector he/she works in-to substantially reduce educational inequalities and their root causes.

### ***How are graduates recruited to the Teach First journey?***

There is a small recruitment team led by an experienced graduate recruitment manager. The team have developed marketing materials that very clearly promote the values and mission of Teach First. The team visits a targeted 25 universities during the annual recruitment fairs, “the milk round”. They recruit and appoint “brand managers” – under graduate students who are given training to further promote Teach First on their university campus. It is important to recognise that graduates are being recruited to teach for two years prior to making a decision about their future careers. The branding increases the likelihood that suitable people will apply for the programme.

Through these methods, Teach First receives a large number of applications. (2000+ in 2007) The selection process determines the extent to which the applicants embrace the core values of Teach First, have evidence that they concur with the mission and have a high level of subject knowledge. The successful applicants must secure a first class or upper second class honours degree. The recruitment team work closely with their business partners with the result that some graduates will defer their entry into top corporate and public sector roles in order to “teach first”.

The result is that the right participants embark upon the journey shown by the lower drop-out rate during the two years of training.<sup>1</sup>

### ***What type of people are the Participants?***

The Participants in Teach First actively seek challenging situations. They are highly motivated, highly intelligent and competitive. The attraction to Teach First is that it is marketed as a career development opportunity and is not specifically aimed at teaching alone. The Participants are attracted by the challenging experience and the opportunity to develop their leadership skills over a two year period in schools making them a very attractive proposition for employment in a wide variety of sectors. Many Participants are very clear that they did not want to take a PGCE route since they did not want to commit to a life long teaching career; they were attracted by the leadership development programme that gave the participants options and choice for the future. Choice seems to be a powerful motivator. They want good quality experiences on their Curriculum Vitae and the opportunity to network with top level businesses and mix with successful business and education leaders.

---

<sup>1</sup> Appendix 1 How does recruitment and retention compare with other teacher training routes

These Participants are “up for a challenge” that teaching in an urban underperforming school will provide and they consistently seek that challenge beyond their first and second year; they are determined to succeed and are very able at removing any obstacles in the way of success. The selection process has identified the particular group of people who want to operate at this pace of learning, and can sustain it throughout the two years this experience.

### ***How are they trained?***

The first year of training is designed to enable the Participants to gain Qualified Teacher Status (QTS) at the highest possible standard whilst they are employed to teach within an inner city school.

### **Summer Institute**

The experience includes one week of observation in a secondary school prior to the six week intensive programme of professional and subject studies at the Summer Institute. This takes place during July and August before the Participants take up their positions in schools. Each Participant is assigned to the school where they will spend two years at the start of the programme and so the first three weeks of the Summer Institute are spent in the Participant’s assigned region. The first week forms an introduction to subject and professional studies; week two is spent in the placement school and week three in a contrasting school, where the Participant is able to gain some personal experience of teaching.

The final three weeks are spent at Canterbury Christ Church University, the National Training Provider, where the high quality training draws upon the Participants’ initial experience of teaching. The subject and professional tutor sessions provide ideas, guidance and an opportunity to share ideas in a participative style.

The development of a strong “esprit de corps” is one of the strengths of the residential experience at the Summer Institute. Participants form strong links with their subject groups, their professional studies groups. The inclusion of Teach First Ambassadors to deliver seminars and workshops has a strong impact on the participants. The Ambassadors are confident; they share their school experiences and provide the Participants with practical help. They convey the strong message “We have been through this programme and we have succeeded” – a key factor in the establishment of the esprit de corps.

The reflective journal <sup>2</sup> is introduced at the Summer Institute - an important tool to allow the Participant to reflect on their teaching and set goals for improvement. This is consistently shared with subject and professional mentors throughout their journey.

Successful completion of the Summer Institute is required to become a Teach First participant. Participants are assessed throughout the six weeks by tutors from the RTP and Teach First staff against the core values of Commitment, Integrity, Excellence, Collaboration and Innovation and the competencies: Humility, Respect and Empathy, Interaction, Knowledge, Leadership, Planning and Organizing, Problem Solving, Resilience and Self Evaluation.

### **The Two Year Journey to Ambassador**

Training continues throughout the first year of teaching to enable Participants to reach QTS standards and begin their leadership development journey.

The training that is aimed specifically towards QTS includes six days of subject studies, held on school days, weekly support from school subject mentors based on the journal and visits from a university subject tutor. The Regional Training Provider (RPT) arranges professional training to complement the programmes set up by the school. Each Participant receives an equivalent to seventeen visits within the year from a

---

<sup>2</sup> Section from the Teach First Reflective Journal

professional tutor provided by the RTP, has five days' professional development in another school and attends a final Summer Institute to complete QTS requirements.

Alongside the QTS training, Participants experience a Leadership Development programme comprised of Leadership Knowledge, Skills and Experiences. Leadership Knowledge is delivered by the Tanaka Business School, Imperial College, London, and this aims to introduce the role played by strategy, marketing and finance within an organization. The Institute of Education leads educational case studies to help Participants to apply their knowledge to a school setting. Leadership Skills are developed through workshops and Master Classes delivered in collaboration with leaders from business and leadership experience is provided through summer projects where Participants can work in a different sector during the school summer break. Coaches are also provided for Participants to help them to achieve their goals. The Pupil Achievement Reflective Guide<sup>3</sup>, a compulsory part of the leadership experience enables the Participant to concentrate directly on raising standards of their students.

This two year journey allows Participants to select from a range of activities that are designed to improve impact both inside and outside the classroom. Participants are awarded credits for attending these activities and must gain at least 190 credits to graduate as a Teach First Ambassador. This credit system now leads to an MA in Education.

Some of the activities are compulsory because they are identified as being necessary for Participants to successfully address the Teach First mission – attendance at three Knowledge Days, one Skills Master Class, keeping the Pupil Achievement Reflective Guide and attendance at “Taking the Next Step” event at the end of the two year programme.

### ***What motivates the Teach First Participants?***

The commitment to the training during the two year programme is very much the responsibility of the Participant. They understand the commitment when they sign up to the programme and they fully appreciate that this will mean six weeks during July and August of year 1, many evenings and weekends during the two year training period. The Participants have the kind of life style that enables them to commit to this demanding programme, but they are given a choice – some aspects are core and are considered compulsory and other are optional. Since the Participants are motivated by a mixture of high expectations for themselves and a determination to succeed like the Ambassadors that they have regularly come into contact with, they do choose to undertake the optional training. They want to achieve Ambassador status for the kudos that this has on their CV when looking for employment for the future. Another good motivator is the credit system that also contributes towards an MA qualification; these Participants like learning and they are motivated by it. They make good use of this programme of development and see it as their personal responsibility to commit to it for their own professional future.

---

<sup>3</sup> Section from Teach First Pupil Reflective Guide

***Recommendations***

***HEI should continue to be central to all teacher training routes so that a national and international standard is maintained.***

***HEI should work in consortia so that good practice is shared within a region, or across region. .***

***The quality of training should be improved for all trainees and teachers: modelling of teaching techniques to be used at all levels***

***HEIs should work in partnership with Local Authorities to deliver Continuing Professional Development for all teachers within a region so that there is continuity of training towards MA accreditation.***

***Consider placing some conditions on QTS status e.g. lasts for 10 years providing that there is evidence of CPD.***

The Higher Education Institutes (HEI) have a significant role in the development of the Teach First experience, utilising their vast knowledge and expertise of Initial Teacher Training. They have brought to the Teach First partnership an understanding of what is required to gain Qualified Teacher Status – a qualification that has national and international credibility.

Teach First has provided an “out of the box” reason for HEIs to cooperate and collaborate. They have learnt from each other whilst trying to “solve” the problem of how to enable Teach First Participants to reach the standards for QTS in a much reduced space of time. The involvement of several HEI in the Summer Institute has meant that joint planning triggers professional discussion and from this new systems have arisen.

HEI are uncomfortable about “bidding” for the contract for Teach First on a two yearly basis but this seems to have ensured that complacency does not set in and that the Teach First training process continues to evolve.

The standard of training at the Summer Institute at CCCU was impressive. Every opportunity was used by the University tutors to model the styles of teaching and learning that Participants are expected to use in the classroom. This meant that sessions were doubly useful to participants – content and skills were taught in one session. They concentrated on pupil motivation and enjoyment – making lessons interesting and enjoyable so that pupils would want to learn. They did not concentrate on “teaching students to pass the tests, league tables or data”. Didactic styles were not in evidence – sessions concentrated on participation through group work, role play and active learning. All too often training involves information-giving sessions which take little account of the way that people learn. Valuable opportunities are missed by trainers to model the styles of teaching that we want to see in the nation’s classrooms. It is very important that modelling takes place in all initial teacher training if the styles of teaching are to motivate and engage young people.

In UK, a QTS qualification is a qualification for life irrespective of whether there is continuity of teaching or the quantity or quality of CPD undertaken. This is not the case in other countries. In USA for example, the qualification is dependent on continuity of experience and that the teacher undertakes a certain number of hours per year in CPD. This practice could be considered in UK and if introduced at teacher training route level, it could ensure that teachers took responsibility for their own professional development. The requirement for an MA level of education for all teachers is a step in this direction.

The delivery of CPD for teachers can be inconsistent in its quality. In some countries, CPD is centred at the most local Higher Education Institute, which has the responsibility for the development of the area’s CPD programme. This has several benefits – to establish a central mission and values for the region, gain

consistency for all teachers within a region, the opportunity to deliver the programme to address local needs and to establish a good local network.

### Section 3

### Involvement of Business in the Teach First Model

#### *Recommendations*

*Local Businesses to be involved in ITT partnerships- this could be linked to the development of 14 – 19 Diplomas*

*Leadership training to be included in all ITT routes*

*Personnel from Business to be involved in the ITT Leadership training*

In 2001, London First and Business in the Community, two business membership organizations dedicated to community involvement engaged management consultants, McKinsey and Company to investigate how businesses could help to improve pupil performance in schools in London. It was found that there was a strong correlation between the number of excellent teachers in a school and the quality of pupil performance, especially in challenging schools. Inspired by the Teach for America programme, McKinsey recommended a two year programme targeted at top graduates using the support of business and educational leaders to bring exceptional teachers into challenging schools. The support of the business community and its partnership with the teaching profession, politicians and Teacher Development Agency (TDA) has led to an innovative business training scheme that develops leadership qualities in young top graduates at the same time as harnessing their commitment to excellence, drive and enthusiasm into the classrooms of challenging schools. The uniqueness of Teach First is a result of this partnership between business and education with the backing of politicians; best practice from the world of business and education has been meshed together.

Teach First has many business features including– a unique selling point “addressing social disadvantage”, the style of recruitment that goes out into the market place to find the right applicants, a structured two year training programme that aims to develop leaders. The training scheme uses expertise and personnel from both Higher Education and Business to deliver the two year programme.

Many businesses have seen the value of the Teach First model of graduate recruitment and have been willing to invest funding <sup>4</sup> and time from their managers and leaders. Partnerships have been set up between Teacher First and some companies so that applicants can defer their entry to the company to enable them to teach first for two years.

---

<sup>4</sup> Business Partnerships in Teach First

**Recommendations**

*All teacher training routes should adopt a style of reflective journal that gives trainees ample space and opportunity to reflect on their practice and note strategies for improvement.*

*Reflective journals should be jointly used by trainee and mentor so that there is professional honesty at all times.*

*Introduce a version of the Pupil Achievement Reflective Guide as part of CPD for all teachers once they have successfully completed their NQT year.*

*2<sup>nd</sup> year teachers should be allocated with a coach to help them to focus on pupil standards*

Each Teach First Participant receives a trainee journal at the Summer Institute, the beginning of their two year programme. This is an active document - it promotes the Participants to reflect on their practice alongside their mentors. For example, an audit of ICT skills and self reflection against the professional standards for QTS leads to Participants setting action plans and targets. Participants are invited to evaluate their progress towards their targets and tutors have the opportunity to make their comments. During the school placement weeks, the journal provides Participants with a guide to their observations e.g. they are directed to focus on pupils and observe evidence of their learning, the barriers that might prevent learning and to think about how the barriers might be overcome. At the end of the Summer Institute, the journal guides the Participant to reflect on their key achievements and to set targets for the future, whilst the mentor is able to comment and recommend action and support required. The journal gives an opportunity each week for the Participant to set targets, decide on the action required to meet the target and to reflect on the outcomes alongside mentor input and support. There is ample space in the journal for detailed reflection and action planning.

Because they are naturally self reflective people, Teach First Participants make good use of this detailed journal. It is instrumental in helping them to focus alongside their mentors on their classroom practice and to identify strategies for improvement. This is a key factor in the rapid improvement of teaching standards that is made during the first year of teaching and hence a direct factor in influencing higher standards for pupils.

HEIs have been very instrumental in the development of these journals and so they are used in most Post Graduate Certificate in Education (PGCE) and Employment Based Initial Teacher Training (EBITT) courses but there is some evidence that the extent of the detailed self analysis and identification of improvement strategies is limited by poor design of some HEI journals.

The "Pupil Achievement Reflective Guide"<sup>3</sup> is introduced during the latter part of the first year of Teach First training. This requires all Participants to agree specific goals for the pupils that they will be teaching in their second year of training. There is electronic documentation which leads each Participant to set goals, to identify the strategies that they will use to achieve their goals and how they intend to communicate the information with pupils and parents. Each Participant is allocated a Learning Associate whose objective is to meet with the Participant every half term and to engage in dialogue about the progress of the strategies to meet the goal. Goals are very specific e.g. % of the whole class achieving a C grade at GCSE

There is growing evidence that this practice is bringing about maximum impact on pupil standards. In 2007, 53% of Teach First Participants achieved their goals to a good or very good standard. The two ingredients that contribute to this success are likely to be – the focus that the Guide places on pupils themselves and the coaching relationship between the Participant and Learning Associate.

***Recommendations***

*All teacher training routes should be regarded as employment based training courses with a culture of high standards of dress, punctuality and professionalism as expected by employers.*

*All teacher trainees should be treated as employees and should be referred to as trainees or participants and not students.*

A large proportion of the training for a Teach First Participant takes place within the school where the Participant spends two years as required by the Teach First contract. This engenders a very different culture from the PGCE student's experience. The Teach First Participant is an employee of the school and is expected to understand and show loyalty to the school's values, aims and objectives. Schools and Participants report that the Participants' allegiance is to the school and to the Teach First mission; they are not treated as students by the schools and they do not behave like students. They immediately adopt a professional code of conduct that Teach First and the school ensure that they understand. This ethos is also true of the Graduate Training Programme.

The culture for PGCE students can be quite different. Whilst they are undergoing their PGCE training, they are still students at the university and the perception of schools is that this may result in differences in behaviour when they attend their "teaching practice schools". This will be particularly true of those students who embark upon a PGCE course as a new graduate when they have little experience of the world of work. It is less apparent where PGCE students are mature entrants to the profession.

Schools spoke of the professional nature of the Teach First Participants, their enthusiasm, their boundless energy and positive attitude. They live out the Teach First mission. When asking staff to try something new,

one Head Teacher commented that whilst many staff asked "Why?" the most likely answer from a Teach First Participant was "Why not?" Some schools said that Teach First Participants did not come with "baggage" or bad habits that they had learnt at teaching practice schools that had to be undone for NQTs from PGCE courses.

It would seem a sensible way forward to consider that all routes of initial teacher training are work-related training and to regularise some aspects of the process and the names that are used. This could avoid some of the confusion of terminology that currently exists. It would immediately alter the culture of the PGCE experience.

## Section 6

## Esprit de Corps, Networking and Role Models

***Recommendations***

*All teacher training routes should introduce a residential experience at the start of their course; this should include a period of observation in a school.*

*At the residential, the trainees need to be introduced to the mission and values of their training route and engage in activities to allow them to develop a sense of shared purpose.*

*Each training route should establish an electronic network for trainees to share experience and ideas.*

*Training routes should involve recently qualified teachers from the Region in their course delivery to deliver or facilitate practical workshops.*

A strong feature of the Teach First model is the strong networks that arise between Participants, between Ambassadors and between Participants and Ambassadors. This begins at the Summer Institute when, for six weeks, new Participants have the opportunity for a residential experience. They form strong links with their peers in subject groups and in their professional studies groups; they trust each other and so can be professionally honest with each other in joint reflection and evaluation. Summer Institute tutors take the opportunity to use the subject expertise and work experience of the Participants in the delivery of the sessions enabling the Participants to learn from each other.

Particularly strong links are formed where the cohorts are small e.g. Manchester (45) and Liverpool (18) where they all know each other well. One Participant chose to teach Geography in Manchester despite the fact that the rest of her subject group was based in London. She did not believe that this affected her chances of being a strong member of the subject network. Use of e-mail and frequent trips to London for subject study days ensured that she felt an equal member of this network and could benefit from everyone else's learning. "There is never a day goes by when I don't receive at least one e-mail from someone in the group; we share experiences and often lessons that we have prepared". This example shows that strong peer to peer support does not have to rely on face to face meetings.

There is much evidence that the Participants make use of their networks to share lesson plans, share experiences and learn from each other's mistakes. This is helped considerably by the Teach First leadership programme that provides regular sessions within each region. For example, the teaching and learning groups allow Participants to meet with their peers and to exchange ideas on the way that they can maximise their impact in the classroom. The cock-up clubs provide Participants with the opportunity to hear from leaders in business about the mistakes that they have made and what has been learnt from them.

The Ambassadors are important role models for the participants – they prove that the challenge is possible and that it is possible to achieve the highest standard of teaching within one year. The Ambassadors work alongside the Participants at the Summer Institute; they work on joint projects, they provide workshops and seminars. Ambassadors act as coaches and run teaching and learning groups during the two year programme. This enables good practice to be spread between Participants and gives the Participants an opportunity to learn from professionals who have trained in the same way.

The key features of Teach First – the mission, the values and a training structure that involves Participants and Ambassadors means that a strong "esprit de corps" develops; it is very apparent by the end of the Summer Institute and it is very apparent in schools where there are significant numbers of Teach First Participants and Ambassadors.

## **Section 7**

## **Marketing of Teaching as a Career and Retention of Teachers**

### ***Recommendations***

***Teaching should not be viewed as a life-time vocation.***

***The marketing of teaching should be revised to reflect an agreed mission and the values and competencies that are important in 21<sup>st</sup> Century education.***

***Teacher Training courses should include training in a wider range of skills e.g. Leadership skills.***

***Teacher training courses should involve employers in the delivery of their training.***

***Ongoing CPD for teachers should include elements of business skills training providing them with transferable skills.***

***Schools should introduce leadership development plans and schemes to help their staff progress in their careers.***

## Marketing

How realistic is it that people will enter teaching and remain as a teacher for some 40 years? This may have been the case 40 years ago but there have been huge social and economic changes during this time. It is no longer the norm or the expectation that people will do “one job for life”. Why, then do we expect this when marketing the teaching profession? We see that teachers “burn out” from the pace in schools and feel unable to continue and yet many do not believe that they have been equipped with transferable skills in order to change their career.

A lesson that can be learnt from the Teach First experience is to think very carefully about the kind of people that schools need for the future, how long that we expect them to deliver at any one stretch in the classroom and what additional skills could be developed during the initial teacher training and following CPD. The marketing package should be designed accordingly – it needs to attract those people who have the right values and a sound combination of skills and knowledge. In the current marketing strategy, there is a concentration on personal charisma and personal development and this may not attract the people who are best able to address the underachievement of disadvantaged pupils.

## Teacher Retention

The issue for many schools is that the Teach First Participants do not stay beyond the two year programme. The retention rate <sup>1</sup> varies in different schools and in different regions. It seems that there could be a correlation between retention into year 3 for Teach First and the level of challenge. For example, if the school has a formulaic approach to behaviour management and lesson planning with very good systems in place and is relatively stable, there is possibly not the challenge to tempt the Participant to remain in the same school after graduating as an Ambassador. A good approach to fast-tracking the Teach First teachers into positions of responsibility where they can remain challenged seems to attract more Participants to stay. There is evidence in some schools of the lack of recognition of the capacity of the Teach First Participants, almost a sense of “holding them back”. This causes frustration and the desire to seek new challenges outside the two year contract school. There are examples of Teach First Participants who leave schools after two years where the whole school management and leadership is poor and the participant does not feel supported to bring about impact across the school.

Some good practice was observed which tempted Teach First Ambassadors to remain in teaching e.g. 1. Becoming a member of the “coaching team” with responsibility to observe and coach other teachers; e.g. 2 taking on responsibility within a science department for Literacy or Gifted and Talented e.g. 3 in 3<sup>rd</sup> year of teaching becoming second in Faculty. The coaching and mentoring that the Participants/ Ambassadors receive continues to be a major reason why they are able to aspire and meet new challenges.

When students leave their PGCE course and enter employment, there is a huge culture change for them. They suddenly become employees and have to adapt to becoming professionals as well as taking on a much higher teaching load. The pace of working suddenly changes. Schools report that there is a real difference in the attitude and capacity of the majority of Newly Qualified Teachers (NQT) who complete a PGCE course compared to Teach First even between people of similar academic ability. This large work increase may often be a cause for resignation by the end of the NQT year for PGCE trainees. There is a persuasive argument for increasing the number of lessons taught during a PGCE course school placement and for providing other optional workshops and seminars for those who are able to sustain a faster pace of learning.

***Practical Recommendations***

**Maintain the variety of teacher training routes to suit the range of qualifications, experience, and pace of learning and personal circumstances of applicants.**

**Selection procedures for entry onto teacher training routes should always incorporate measures to test the emotional intelligence of applicants as well as subject knowledge, values and competencies.**

**Some of the practical elements of the Teach First training should be incorporated into PGCE/GTP as optional courses and accredited appropriately. E.g. time management, lesson starters – very practical sessions to help trainees to improve their professional skills.**

**Increase the pace of PGCE courses by increasing the number of classroom lessons that trainee teachers deliver so that trainees have a better idea of the pace within a school work-place.**

**Large PGCE course cohorts should be divided into smaller groups under the guidance of one professional tutor in order to bring about a closer professional relationship.**

**All HEI should develop a variation of the PGCE course along the lines of the Teach First Model which specifically aims to train graduates in one challenging school.**

**EBITT should include leadership knowledge, skills and experience as part of the training course.**

Initial teacher training provides a number of options to suit a range of qualifications, experience, preferences or personal circumstances. All options lead to qualified teacher status (QTS), which is required to teach in all state-maintained schools. This range of options has greatly increased the supply of teachers into maintained schools, particularly in those schools that find it difficult to recruit teachers.

If graduates choose teaching as a career, they can opt for a specifically designed course that is delivered by a University Education Department (or a School-Centred Training Programme [SCITT]) where training combines theoretical learning with at least 18 weeks of school placements. Alternatively, graduates can opt for Employment-based teacher training – the Graduate Teacher Programme or Registered Teacher Programme. Teach First is considered to be an Employment-based training programme.

**Post Graduate Certificate in Education**

Although the minimum requirement for entry into a PGCE course is a GCSE pass in Mathematics, English (and Science where the applicant will teach Science) and a pass degree, many universities require higher entry levels.<sup>5</sup> Where entry levels are high, as for example at Manchester University Education Department, high quality academic graduates with high levels of interpersonal skills are recruited through a selection process that is very rigorous using similar processes to Teach First. The recruitment of trainees with the values and competencies that are required in 21<sup>st</sup> Century Schools is a high priority.

There are two important differences to the Teach First Model in terms of attraction and selection; the applicants for PGCE have chosen teaching as their career at the outset and so they apply to a course that best suits their situation and PGCE courses do not actively recruit through the university “milk round”. Hence, applicants for a PGCE course may not see their teaching career being focussed on addressing social disadvantage because the advertising and training is not marketed in that way.

Although some trainees may have their in-school training experience in urban challenging schools, they may not choose to teach in a challenging school for their first paid position at the end of their training year. This is entirely the choice of the now qualified teacher. This is in direct comparison to the Teach First model where participants are placed in challenging schools (there is no choice of school or region) and they are required to remain there for two years.

PGCE applicants have selected a training package that is right for their skills, ambitions and pace of learning. This route may suit recently qualified graduates and increasingly mature entrants to the profession who are deciding to make a career change. Applications are often regionally restricted, particularly for mature entrants who have family commitments and wish to train in their local area because they are not willing or able to relocate.

By contrast with the Teach First training, in a one year PGCE course, student teachers often follow a set course where there may not be an element of choice of training options or a differentiation in terms of pace. This may suit many applicants but frustrate others. The Teach First model does introduce the question as to why the pace could not be increased for PGCE students and the course designed to introduce a better notion of future teacher responsibility. HEI tutors have expressed surprise that the Teach First participants have had the capacity to achieve such a high standard of teaching without the time given to PGCE students. Expectations of PGCE and GTP students have been raised where the HEI has involvement in Teach First; many tutors said that they now expected more of their PGCE students and at a faster pace! Tutors said that their styles of training have changed as they understood how important it was for them to model to PGCE students what they were expected to do in the classroom.

Participants in Teach First and schools spoke highly of the HEI liaison officers, professional tutors and mentors. This was particularly so when difficulties and problems arose. Where schools had new or weak professional mentors and subject mentors in school, the HEI staff were seen as a life line. One Participant spoke of “phoning her subject tutor in the evening for advice” and genuinely valued the relationship and expertise that was available. Where Participants struggled, schools again spoke highly of the support from HEI for both the school and the Participant. Subject tutors spoke of a close professional relationship that develops with their Teach First tutees. This was not emulated in the PGCE course since the number of visits was fewer and the number of PGCE tutees was greater.

A valuable aspect of school experience for Teach First Participants was considered to be the time spent in schools before the Summer Institute. A week of observation, a week in the placement school and a week in a contrasting school provided Participants with three opportunities to observe and try out some teaching. This provided some essential experience that the Participants could draw upon before undertaking any theoretical training at the Summer Institute. Observation showed that Participants used their small amount of experience to contextualise the theory. It is already good practice on most PGCE courses for some observation prior to starting the course.

It could be possible for HEIs to diversify their PGCE courses with the aim of increasing the number of high quality trainees in challenging schools. They could select a group of trainees against the mission “addressing social disadvantage in underperforming schools in their Region” and who also have the right combination of values, competencies and knowledge. This might attract those people who are attracted to this mission but are restricted to a particular area. The training route could offer many of the features of the Teach First model – a two year training programme based in a local challenging school coupled with leadership training and high levels of HEI and peer support. This would in effect increase the number of high quality teachers in challenging schools in each Region.

### **Employment based Initial Teacher Training**

The Graduate Teacher Programme (GTP) is an employment-based route into teaching whereby schools train teachers on the job. Designated Recommending Bodies (DRBs) manage this provision, taking responsibility for recruiting candidates, identifying their training needs, organising training programmes to meet those needs and assessing the trainees against the QTS standards. Trainees generally choose the

training school and remain there for their training period and have a short experience in a contrasting school.

In February 2006, Ofsted reported that; “the GTP scheme was successful in recruiting good candidates into teaching, particularly in secondary shortage subjects”. Graduate Trainees are determined professionals with well-developed classroom management skills but they are generally less skilled than their peers on postgraduate certificate in education (PGCE) courses in applying their subject knowledge to teaching and devising strategies to support and assess pupils’ learning. Subject training is an identified area for improvement alongside the need for higher expectations from in-school mentors, who frequently have limited time to work with trainees and this hampers the quality of the training. The trainees are generally expected to maintain a large portfolio of evidence to demonstrate that they have met the QTS Standards and this is not always targeted at raising student achievement.

In comparison with the Teach First model of work-based training, there is a lower input from the DRB (HEI) for GTP trainees, particularly to develop their subject expertise. As in the case of PGCE, the training is wholly centred on “learning to teach” with input from educational professionals in school or from the DRB (HEI).

The Graduate Teacher Training route of training caters for a particular group of people who also have the right combination of a high quality degree and the right interpersonal skills for teaching. They choose teaching as a career and select the GTP route since it is suitable for their life style circumstances and ambitions; they often want to train locally and possibly in a school of their choice since they are not able to relocate. This method of training has with doubt enabled schools to fill teacher vacancies, particularly in the shortage subjects of Mathematics and Science and there is a small body of evidence that it is improving the recruitment of male teachers into primary schools.

The Teach First model does again introduce the question as to why the Graduate Teacher Training could not encompass leadership skills and be designed to introduce a better notion of future teacher responsibility for their own professional development, including leadership training.

## Appendix 1

### How does recruitment and retention in Teach First compare with other initial teacher training (ITT) routes?

#### Recruitment and retention during ITT<sup>5</sup>

Table 2.1.1 shows the number of teachers entering secondary teacher training courses in the academic years 2005-6 and 2006-7.

	2005-6		2006-7	
	Number	% total	number	% total
PGCE	16 973	79%	15 134	75%
EBITT <sup>6</sup>	4 328	20%	4 752	24%
Teach First <sup>7</sup>	176	0.8%	256	1.3%
<b>All routes</b>	<b>21 477</b>	<b>100%</b>	<b>20 142</b>	<b>100</b>

Approximately 20,000 student teachers enter postgraduate programmes for secondary teaching each year. The PGCE programme dominates teacher training, while employment-based routes are responsible for a quarter of student teachers. Teach First currently works with around 1% of the student teacher intake. Table 2.1.1 suggests that both Teach First and employment-based routes may be expanding their intake. While a trend over two years is not significant, it is congruent with other evidence of expansion in both these routes.

Table 2.1.2 shows how many students are training to teach the core subjects of English, maths and science, as a proportion of the total number of student teachers in that route. In the PGCE and employment-based routes, about 40% of all student teachers are training in maths, English or science. In Teach First, this proportion is about 60%. This may reflect the consistently high demand for core subject staff in Teach First partnership schools.

**Table 2.1.2: Number of students on core subjects courses in ITT routes**

Year	Subject	PGCE		EBITT		Teach First	
		Number	% of all subjects	number	% of all subjects	number	% of all subjects
2006-7	Maths	1 805	12%	481	10%	32	13%
	English	1 813	12%	828	17%	71	28%
	Science	2 683	18%	645	14%	61	24%
	<b>All subjects</b>	<b>15 134</b>	<b>100%</b>	<b>4 752</b>	<b>100%</b>	<b>256</b>	<b>100%</b>
2005-6	Maths	1 762	10%	503	12%	32	18%
	English	1 788	11%	703	16%	37	21%
	Science	2 676	16%	636	15%	32	18%
	<b>All subjects</b>	<b>16 973</b>	<b>100%</b>	<b>4 328</b>	<b>100%</b>	<b>176</b>	<b>100%</b>

<sup>5</sup> Data on non-TF routes in this section are compiled from the TDA performance profiles, available at <http://dataprovion.tda.gov.uk/public/page.htm?to-page=publicOpenCmsStaticPage&cms-page-id=tta-public/en/publicAdditionalReports/index.html>

<sup>6</sup> Employment-Based Initial Teacher Training routes

<sup>7</sup> Teach First subject and total numbers in Tables 2.1.1 and 2.1.2 exclude the small number of teachers (<5%) who withdrew from the programme during the Summer Institute or before the start of term.

## Retention during ITT for different routes

Table 2.1.3 shows the percentage of student teachers who withdraw from their course without gaining QTS. For Teach First, the training course runs from July-July (including a six-week Summer Institute) while for other routes it usually runs from September-July.

**Table 2.1.3:** Withdrawal rates for each route before the award of QTS

	PGCE	EBITT	Teach First
2007/8 <sup>8</sup>	-	-	7.0%
2006/7	14.8%	9.2%	8.3%
2005/6	14.1%	12.9%	14.2%

The withdrawal rate for Teach First has halved from 14% to 7% over the last three years. PGCE courses have a higher withdrawal rate than either of the other routes.

## Recruitment and retention during teaching service

Table 2.1.4 shows the proportion of those gaining QTS who are employed in state schools at various times after qualifying.

**Table 2.1.4 Retention of teachers from different entry routes**

	PGCE	EBITT	Teach First
Retention through induction year	Not available	Not available	93%
Retention after 1 year (Sept)	Not available	Not available	55%
Retention after 2 years (Sept)	Not available	Not available	51%
Retention after 3 years (Sept)	Not available	Not available	38%
Retention after 4 years (Sept)	Not available	Not available	N/A

The best figure I have found for PGCE is a retention rate of 50% after five years for maths teachers who trained in 1995. This is included in the parliamentary report at <http://www.publications.parliament.uk/pa/cm200304/cmselect/cmmeduski>

<sup>8</sup> PGCE and EBITT figures for the last academic year are not yet available.

**2.1 How are TDA recruitment projections distributed by route and HEI?**

Table 2.3.1 shows the TDA recruitment projections for the next two academic years. TDA allocations are being reduced in the secondary phase. The majority of places are allocated to PGCE places, with preferred protection to those providers with higher TDA ratings.

**TDA Projected Allocations (secondary)<sup>9</sup>**

	<b>Total</b>	<b>EBITT %</b>	<b>PGCE %</b>
<b>2009-10</b>	18 120	15%	85%
<b>2010-11</b>	16 845	15%	85%

---

<sup>9</sup> Compiled from the TDA’s *Total Secondary ITT place allocations for 2008/09, 2009/10 and 2010/11*. [http://www.tda.gov.uk/upload/resources/pdf/a/allocations\\_08\\_sec\\_summary.pdf](http://www.tda.gov.uk/upload/resources/pdf/a/allocations_08_sec_summary.pdf) and [http://www.tda.gov.uk/upload/resources/pdf/a/allocations\\_08\\_information.pdf](http://www.tda.gov.uk/upload/resources/pdf/a/allocations_08_information.pdf). These figures are a ‘firm minimum target’ produced by the DCSF.

## Appendix 4

### Business partnerships in Teach First

- How do business partnerships impact on teacher recruitment?

Table 3.1 shows donations from businesses over the last few years.

**Table 3.1:** Donations from businesses

	Income	Donations in kind	Yearly total
Apr 2004- Mar 2005	£101,500	£211,927	<b>£313,427</b>
Apr 2005- Aug 2006	£323,600	£280,500	<b>£604,100</b>
Sep 2006 - Aug 2007	£372,320	£254,000	<b>£626,320</b>
<b>Totals</b>	<b>£797,420</b>	<b>£746,427</b>	<b>£1,543,847</b>

Business support provides Teach First with approximately £600,000 of funding per year. Five businesses have supported Teach First for at least five years: these are all in the financial sector. In addition to grants, many business supporters offer donations-in-kind (such as office space), and a range of opportunities for Teach First participants (e.g. coaching, sector training and summer internships). In the summer of 2007, over 200 internships were offered to participants (which represents an internship for 80% of the cohort) and over 200 coaches signed up to help the participants. .

## **Appendix 5**

### **Methodology of the Research project**

#### **Introduction**

The Teacher Development Agency commissioned Teach First to conduct a project to research how the lessons learnt from “Teach First” ITT programme can be used to develop mainstream ITT, with particular emphasis on

- students in urban settings through partnerships with business and communities
- strong ethos within training routes
- peer to peer support groups to share good practice
- marketing of teaching as a profession that skills people up and creates opportunities for advancement in other careers.

The outcome of the project will be practical recommendations to TDA that can be used by ITT providers to influence all routes into teaching.

#### **Timescale**

The project extended from June until December 2008.

#### **Project Objective**

To make practical recommendations to TDA that can be used by ITT providers to influence all routes into teaching across the whole country and that addresses:

- c) Student underperformance as measured against National Standards
- d) The lack of high quality teachers in urban schools

#### **Existing Information**

Oftsed reports on Teach First, GTP and HEIs  
Statistical data on Teach First, PGCE, GTP

#### **Methodology**

1. Review the methodology of the three main routes used for training teachers.
2. Review the most recent reports from Ofsted on GTP, Teach First and PGCE
3. Review statistical data available
4. Interview a range of stakeholders involved in the Teach First programme, including:
  - participants in the first and second year of the programme,
  - ambassadors who are in the third and fourth year of the programme,
  - school leaders, mentors and professional tutors in participating schools, particularly Drive for 5 schools
  - CCCU staff involved in PGCE, GTP and Teach First programmes
  - Manchester University Education Department tutors and course leaders
  - Bret Wigdortz
5. Observation of training programme for participants at Summer School – shadowing one student.
6. Meeting with focus groups – participants, ambassadors.
7. Observation in “Drive for 5” schools in September.
8. Compile information from answers to questions and elicit main practical suggestions to meet the objective of the projects.
9. Draw up recommendations.
10. Compile report

## Areas of research

The main areas of the Teach First programme that seem to play a large part in its success and hence the areas for further research are Recruitment, Training, Mentoring and tutoring, Assessment, Network Support and Career Development. The ability to self evaluate and constantly improve the programme also seems to play a large part in its success.

These areas will be subject to further research asking target groups further questions as outlined below.

Areas of the programme	Questions	Target group
Recruitment - selection of candidates that have the right attributes, personal and academic	What aspect(s) of the selection process ensure the right quality of participants, in terms of academic and personal qualities? What is the cost compared to selection for GTP and PGCE?	Participants (P) Selectors (S)  Stats
Training – a balance between subject, professional and leadership training alongside employment.	What are the views on the aspects of the training? Which areas are most valuable? Which are least valuable? How effective is the subject training?  What could be transferred from TF into PGCE or GTP?	P Ambassadors (A)   Trainers (T)
Assessment – rigorous assessment of the participants so that they meet high expectations and have an impact in the work place	How would you describe the ethos of TF and how is it communicated to participants/ mentors etc? Can this ethos be transferred to other programmes and how?  How does the assessment process ensure that participants reach the highest possible standard?	P Tutors (Tu)/Mentors (M) Founder Sponsors  Assessors (AS) Professional Tutor (PT)
Mentoring and tutoring – a range of support , subject, professional, in school and from Teach First	What aspects of mentoring and tutoring are most valuable? Least valuable?  What is the difference between the mentoring and tutor support for TF and GTP and PGCE participants?	P A  Tu at CCCU (M/C Met)who are involved in ½ or 3 programmes
Network support – peer and ICT	What is the most valuable aspect of network support/ How do you use it?  How could this network support be made available for ITT students on other programmes?	P A  As above Providers
Career development – links with businesses and schools as employers	What attracted participants to TF? What attracts sponsors to fund TF?  What aspects of these links could be transferred to other ITT programmes?	P A  CCCU/M/C met founder Sponsors
Evaluation of the outcomes and impact on standards in urban schools	What self evaluation takes place? In schools, by participants, by course providers? Are there any aspects that could be used to improve other ITT programmes?	P; A  CCCU Manchester Met

## **Questions**

### **Generic – to all interviewees and focus groups**

- G1. What are the key ingredients that have made Teach First a successful ITT programme?
- G2. What is the major impact of the Teach First programme?
- G3. What improvements could be made to the programme to widen its impact in urban areas?
- G4. What features of the Teach First programme could be transferred into other ITT programmes  
E.g. PGCE and GTP?
- G5. If the Teach First programme should expand into more regions, how can the high standards of training and other aspects be maintained? What will be the issues that require addressing?  
What should the benchmark be for new training organisations?