Carter Review of Initial Teacher Training (England):
Call for Evidence

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Sir Andrew Carter is seeking the views on the quality and effectiveness of Initial Teacher Training (ITT) courses.

To   ITT providers, schools, teachers, professional bodies, individuals interested in teaching.

Issued   20 August 2014

Enquiries carterreview.evidence@education.gsi.gov.uk

Contact Details

If your enquiry is related to the DfE e-consultation website or the consultation process in general, you can contact the Ministerial and Public Communications Division by e-mail: consultation.unit@education.gsi.gov.uk or by telephone: 0370 000 2288 or via the Gov.UK 'Contact Us' page.

1   Summary

1.1   This call for evidence is giving all with an interest in Initial Teacher Training (ITT) an opportunity to contribute their thoughts. We are interested in your thoughts about the specific methods, models and delivery arrangements that are effective in equipping trainees to become outstanding teachers. We are also seeking evidence on how greater choice about ITT provision can be achieved.

2   The Carter Review

2.1   On 1 May, the former Secretary of State for Education, Michael Gove, appointed Sir Andrew Carter, to chair an independent review of the quality and effectiveness of ITT courses.

The purpose of the review is to:

- define effective ITT practice
- assess the extent to which the current system delivers effective ITT
- recommend where and how improvements could be made
- recommend ways to improve choice in the system by improving the transparency of course content and methods

'Training the next generation of outstanding teachers (2011)' set out a suite of reforms to the ways in which we recruit and train teachers. Its publication signalled the beginning of a radical shift in the delivery landscape, most notably a rapid growth in school-led initial teacher training through the development of School Direct and School-Centered Initial Teacher Training (SCITT), with the aim of improving teacher quality. Since then, the balance of ITT provision has changed rapidly. The government has made it easier for schools to lead teacher training, and encouraged universities to embrace the opportunities offered by school-led ITT.

We are carrying out an extensive review of ITT provision in England and, as part of the evidence gathering phase, the review group will:
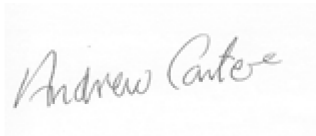
- review the existing evidence base on ITT
- seek views from those involved or with an interest in ITT
- visit a range of providers and schools across England to see ITT delivery in action
- review a range of ITT course materials
- carry out a call for evidence

2.2   A note from Sir Andrew Carter

I am delighted to be leading this review. I have championed the importance of ITT in my work at South Farnham School, Surrey South Farnham SCITT and on the Teaching Schools Council. Since 2010 we have seen significant change in education and it is paramount that trainees are prepared to face the demands of the 21st century classroom.

I want this review to be open and inclusive and so it is vital that I am informed of the views of as many people as possible. I urge all with an interest in ITT to consider the questions in this call for evidence, either individually or as part of a group/organisation and provide me with robust evidence of what makes effective ITT. We want you to tell us your views and the evidence you have. You may wish to focus on only those questions most relevant to you, or where you have the greatest expertise or insight.

Thank you for taking the time to submit your views.

Andrew Carter

Sir Andrew Carter, Chair of the Carter Review of Initial Teacher Training

20 August 2014

3 Questions

3.1 The consultation questions consider what does effective ITT look like? And the transparency of information about ITT provision.

Please note that the questions in section 3.3 are targeted at specific audiences and respondents should only answer those that are relevant to them: Schools, teachers and potential ITT applicants.

3.2 What does effective ITT look like?

Q1 a) Delivering effective ITT provision – What practical strategies, models and practices do ITT providers and schools deploy to equip trainees with the skills and knowledge to become outstanding teachers?

We would also like you to share any impact evidence you have of how these may have been effective.

You may wish to think about how ITT providers and schools ensure that:

- trainees finish ITT with strong subject knowledge
- trainees finish ITT with a strong grasp of and ability to apply effective subject-specific pedagogy
- trainees are critically reflective, research literate and feel confident and are effective in taking an evidence-based approach to their own practice
- trainees can deal confidently and effectively with challenging pupil behaviour
- trainees can support pupils with a range of special educational needs
- trainees can assess and support pupil progress effectively
- trainees can differentiate effectively to respond to individual and collective pupil strengths and needs

Q1 b) Placements and models of school based training - How do the best ITT providers and schools ensure that trainees gain the right experience in school placements and school based training, to equip them to become outstanding teachers?

You may wish to think about how ITT providers and schools choose and design placement and school based training experiences and how these are quality assured.

Q1 c) Partnership models – what are the characteristics of effective ITT partnerships?

You may want to consider how effective ITT partnerships are built to play to the strengths of the different organisations involved (e.g. schools and universities), including:

- how expertise is identified and shared
- how programmes are developed and whether there is scope for innovation
- how models ensure that trainees can develop and apply knowledge and skills in an ongoing and developmental way

Q1 d) Mentoring – What elements create really effective mentoring?

You may wish to think about how mentors can be best trained, supported and developed and how mentoring programmes and mentoring practice can be quality assured.

3.3 Transparency of ITT provision

Q2 If you are a trainee or interested in applying for an ITT programme, please consider the questions below:

Q2 a) What information do trainees look for when choosing ITT courses?

Q2 b) What information should trainees look for when choosing ITT courses?

Q2 c) Is that information available or easy to access?

Q2 d) Where is the ideal place for information to be accessible?

Q2 e) What are the most useful ways in which information should be presented?

Q3 If you are representing a School Direct school that is either looking to, or has identified an accredited ITT provider, please consider the questions below:

Q3 a) What information do schools look for when seeking an accredited ITT provider?

Q3 b) What information should schools look for when seeking an accredited ITT provider?

Q3 c) Is that information available or easy to access?

Q3 d) Where is the ideal place for information to be accessible?

Q3 e) What are the most useful ways in which information should be presented?

Q4 If you are representing a school that is not offering School Direct, please consider the questions below:

Q4 a) Would more transparent information about ITT courses be helpful to you? Why?

Q4 b) What information would you look for?

Q4 c) Where is the ideal place for the information to be accessible?

Q4 d) What are the most useful ways in which information should be presented?

Q5 If you have already completed an ITT programme, please answer the following questions:

Q5 a) How did you decide on the course you took?

Q5 b) Was there any other information you would have found useful before deciding on the course?

Q5 c) Where did you look for information and did you seek any careers advice?

Q5 d) Where is the ideal place for this information to be accessible?

3.4   Any other information - submission of supporting information.
The evidence base on effective ITT – Through this call for evidence, the review group wishes to draw on evidence from a wide range of sources on effective models of ITT. What important studies should the review group consider in reaching their conclusions? We are particularly interested in evidence about the content of ITT as well as how ITT should be structured and delivered. You may wish to consider international evidence about ITT.

These could include written summaries or existing published research, though the evidence of positive impact must be clear. In responding to this call, please focus on the questions highlighted above. We welcome responses from any person or organisation with an interest in these matters. Please make it clear in your response whether you are responding as an individual or on behalf of a group or organisation.

Please list the supporting documentation you are submitting and note the question it is relevant to.

4   How to respond

4.1   Consultation responses can be completed online
at: https://www.education.gov.uk/consultations/

by emailing:
carterreview.evidence@education.gsi.gov.uk

or by downloading a response form which should be completed and sent to:

Servet Bicer
Department for Education
2nd floor
Great Smith Street
SW1P 3BT

5   Additional Copies

5.1   Additional copies are available electronically and can be downloaded from the
Gov.UK website.

6   Plans for making results public

The evidence submitted through this call for evidence will be used to inform
the work of the review and will report to the Secretary of State, Nicky Morgan
by the end of the calendar year. This will form part of the evidence base
gathered from wider consultation activity which has been taking place since
June and will continue throughout the review process.