

Results of the graduate teacher programme survey 2005

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Graduate teacher programme training survey

The graduate teacher programme (GTP) training survey is designed to measure trainees' perceptions of how well their training plan:

- was tailored to meet their individual needs, and
- addressed some of the key aspects of the training process in order to achieve qualified teacher status (QTS).

The survey collected other information about the trainees including:

- how they found out about the GTP;
- how useful they found the TDA website and teaching information line (TIL); and
- where they expected to work as a qualified teacher.

The questionnaire was mailed out to 5,600 trainees in February 2005 and about 1,700 trainees responded. A similar survey carried out in 2004 elicited fewer than 1,500 responses.

Summary of the key findings

The responses to the 2005 survey are broadly in line with the 2004 survey. There were two aspects of the GTP (the extent to which trainees' prior experience was taken into account in the training plan, and the extent to which the training plan helped trainees to understand the pupils' national curriculum) where the change in the proportion of very good and good responses is significant and declining.

The 2005 responses suggest that GTP trainees seemed content:

- with the extent to which training plans reflected their individual needs (95 per cent of very good, good or adequate responses), but felt less content with the process for assessing individual needs and the extent to which their previous experience was taken into account
- that their training plans would give them appropriate opportunities to meet the QTS standards (98 per cent of very good, good or adequate responses), but seemed less content with the quality of support and guidance they received to achieve the standards, and the extent to which their training followed their training plan
- that their training plans helped them to use methods that promote pupils' learning (97 per cent of very good, good or adequate responses), but felt that it was less helpful in giving them an understanding of how to monitor, assess, record and report pupils' progress, and
- that training plans helped them establish and maintain a good standard of behaviour in the classroom (95 per cent of very good, good and adequate responses for both years).

Detailed analysis of the responses

Information about the trainees

Of the 1,700 trainees who responded to the survey:

- 24 per cent found out about the GTP through their school
- 17 per cent found out about the GTP from the TDA website
- 24 trainees had taken part in the student associates scheme and nine trainees in the undergraduate ambassadors scheme, and
- 43 per cent trained in the school in which they were already employed.

How trainees rated the TDA resources

Of the 587 trainees who used the TDA website, 43 per cent rated it as very useful and 55 per cent as useful.

Of the 190 trainees who used the TIL, 37 per cent rated it as very useful and 53 per cent as useful.

Where trainees expected to work when they qualified as teachers

Of the respondents, 90 per cent indicated that when they qualified they were likely to continue to work in the geographical area where they trained.

Detailed analysis of the responses (cont...)

Extent to which training plans assessed the individual needs of trainees and reflected their prior experience (figure 1: Q5 a, b & c)

Of those trainees who responded to the survey:

- 59 per cent felt the process for assessing their individual needs at the start of the course was very good or good (31 per cent felt it was adequate)
- 70 per cent rated the extent to which their training plan reflected their individual needs as very good or good (25 per cent felt it was adequate), and
- 60 per cent rated the extent to which their training plan took their previous experience into account as very good or good compared with 64 per cent in the previous year (28 per cent felt it was adequate compared with 26 per cent in the previous year).

Extent to which training plans provided appropriate opportunities to meet the Standards for qualified teacher status (QTS) , the quality of support and guidance to achieve QTS and the extent to which training followed the training plan (figure 1: Q5 d, e & f)

Of those trainees who responded to the survey:

- 83 per cent rated the extent to which their training plan would give them appropriate opportunities to meet the standards for QTS as very good or good
- 75 per cent rated the quality of support and guidance they were receiving as very good or good, and
- 69 per cent rated the extent to which their training followed their training plan as very good or good (24 per cent felt it was adequate).

Detailed analysis of the responses (cont...)

How trainees rated specific aspects of their training plan:

The extent to which training plans: helped trainees to understand the pupils' national curriculum; provided them with the relevant knowledge, skills and understanding to teach their specialist subject; and provided them with the relevant knowledge, skills and understanding to use ICT in their subject teaching (figure 2: Q6 a, b and f)

Of those trainees who responded to the survey:

- 62 per cent rated the extent to which their training plan helped them understand the pupils' national curriculum as very good or good compared with 66 per cent in the previous year (30 per cent felt it was adequate compared with 28 per cent in the previous year)
- 65 per cent rated the extent to which their training plan provided them with the relevant knowledge, skills and understanding to teach their specialist subject as very good or good (26 per cent felt it was adequate), and
- 55 per cent rated the extent to which their training plan provided them with the relevant knowledge, skills and understanding to use ICT in their subject teaching as very good or good (32 per cent felt it was adequate).

Detailed analysis of the responses (cont...)

The extent to which training plans prepared trainees to teach the national strategies (figure 2: Q6 c, d & e)

Of those trainees who responded to the survey:

- 56 per cent rated the extent to which their training plan prepared them to teach the national literacy strategy as very good or good (32 per cent felt it was adequate)
- 56 per cent rated the extent to which their training plan prepared them to teach the national numeracy strategy as very good or good (31 per cent felt it was adequate), and
- 58 per cent rated the extent to which their training prepared them to teach the key stage 3 strategy as very good or good (26 per cent felt it was adequate).

The extent to which training plans helped trainees: to plan their teaching to achieve pupils' learning; to use teaching methods that promote pupils' learning; and to understand how to monitor, assess, record and report pupils' progress (figure 2: Q6 g, k & l)

Of those trainees who responded to the survey:

- 71 per cent rated the extent to which their training plan helped them plan their teaching to achieve progression in pupils' learning as very good or good (23 per cent felt it was adequate)
- 79 per cent rated the extent to which their training plan helped them to use teaching methods that promote pupils' learning as very good or good (18 per cent felt it was adequate), and
- 65 per cent rated the extent to which their training plan helped them to understand how to monitor, assess, record and report pupils' progress (27 per cent felt it was adequate).

Detailed analysis of the responses (cont...)

The extent to which training plans prepared trainees: to teach pupils of different abilities; and to teach pupils' from minority ethnic groups (figure 2: Q6 h & i)

Of those trainees who responded to the survey:

- 68 per cent rated the extent to which their training plan prepared them to teach pupils of different abilities as very good or good (26 per cent felt it was adequate), and
- 38 per cent rated the extent to which their training plan prepared them to teach pupils from minority ethnic groups as very good or good (41 per cent felt it was adequate).

The extent to which training plans helped trainees to establish and maintain a good standard of behaviour in the classroom (figure 2 Q6 j)

Of the respondents, 75 per cent rated the extent to which their training plan helped them to establish a good standard of behaviour in the classroom as very good or good (20 per cent felt it was adequate).

The extent to which training plans prepared trainees to take responsibility for their own continuing professional development (figure 2: Q6 m)

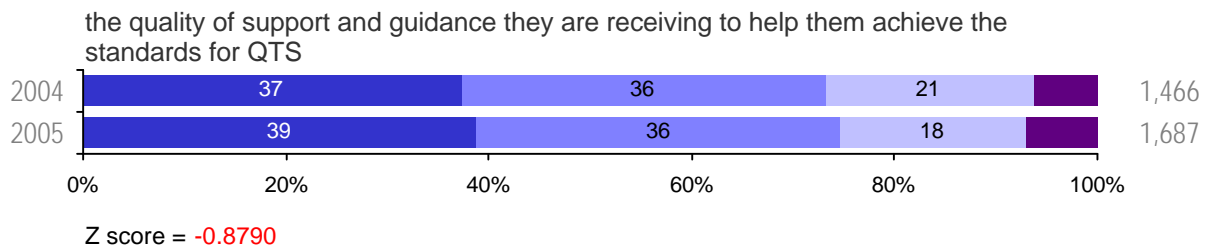
Of the respondents, 75 per cent rated the extent to which their training plan prepared them to take responsibility for their continued professional development as very good or good (20 per cent felt it was adequate).

Figure 1 The graduate teacher programme trainee survey

Q 5 How trainees rated:



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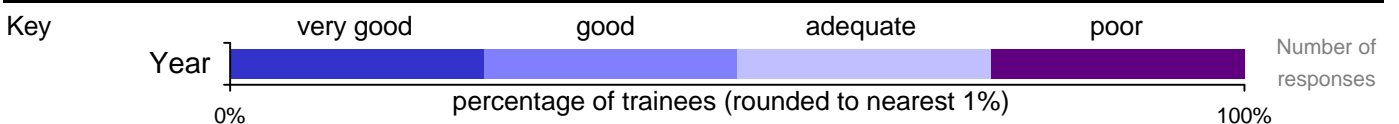
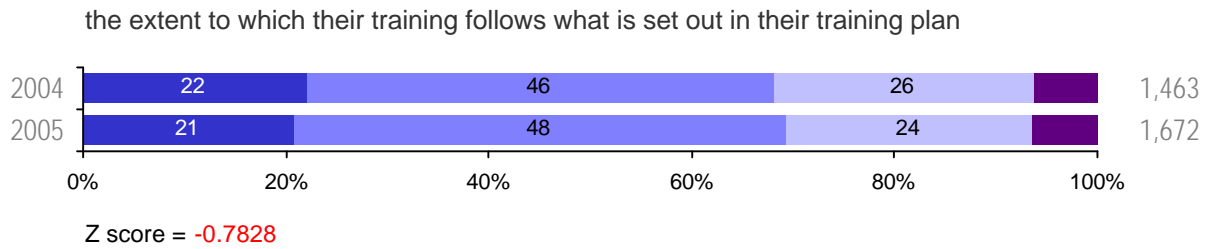
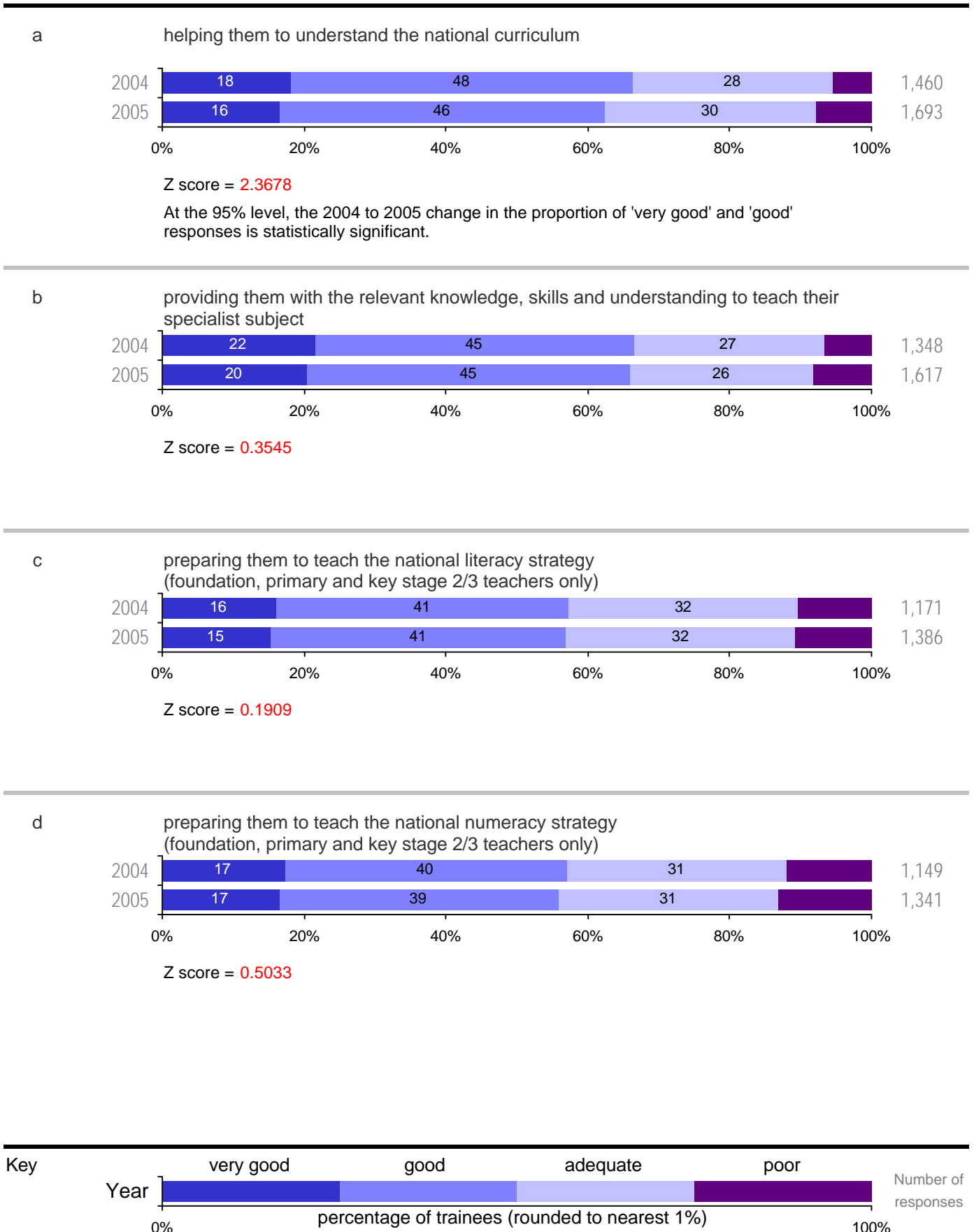
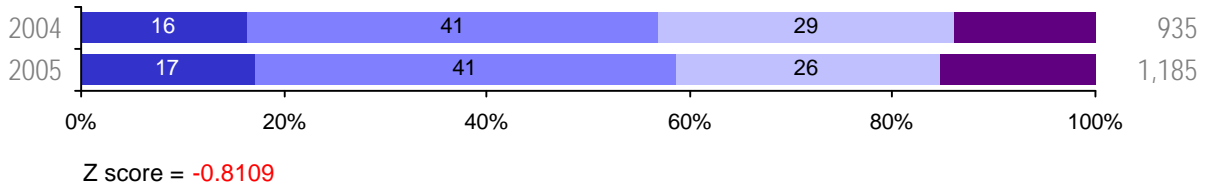


Figure 2 The graduate teacher programme trainee survey

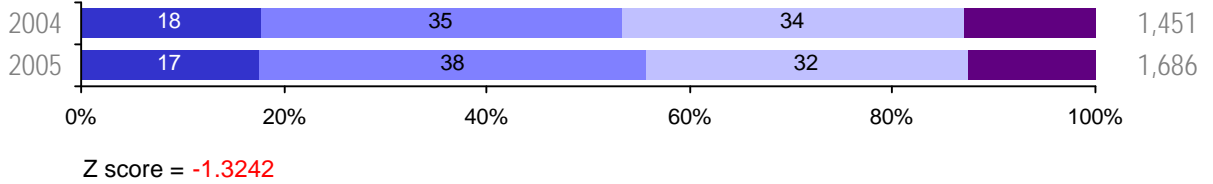
Q 6 How trainees rated their training in:



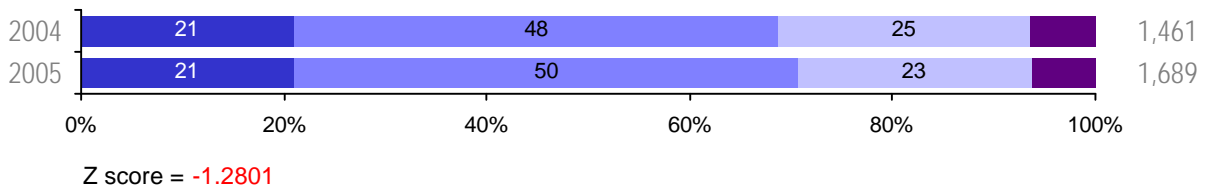
e preparing them to teach the key stage 3 strategy



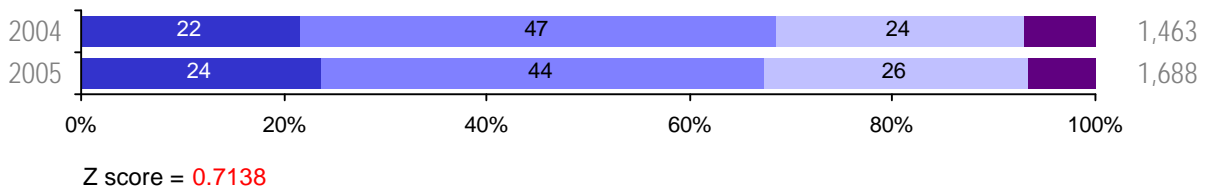
f providing them with the relevant knowledge, skills and understanding to use ICT in subject teaching



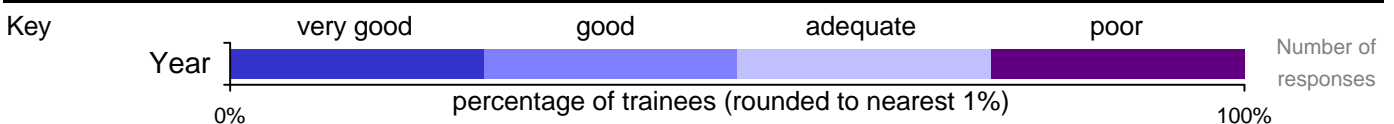
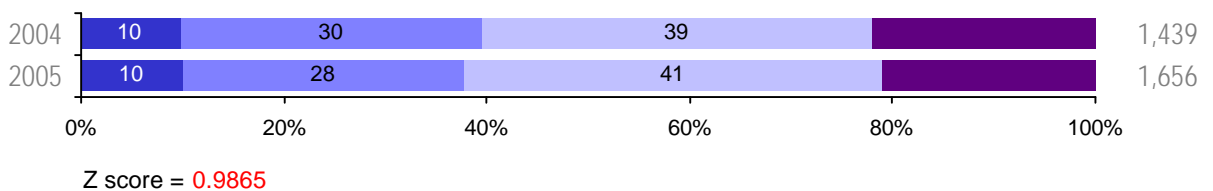
g helping them to plan their teaching to achieve progression in pupils' learning



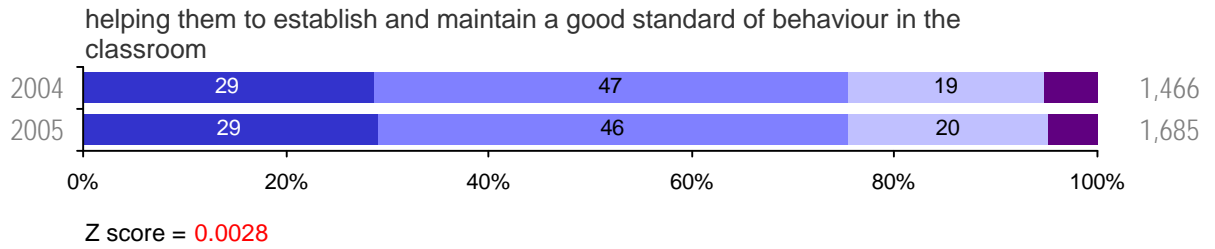
h preparing them to teach pupils of different abilities



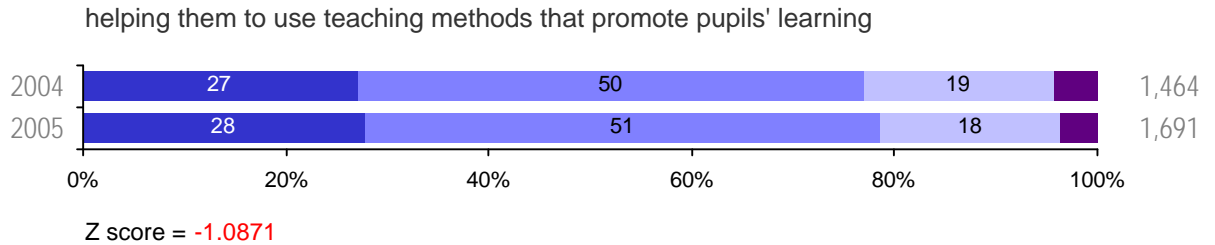
i preparing them to teach pupils from minority ethnic groups



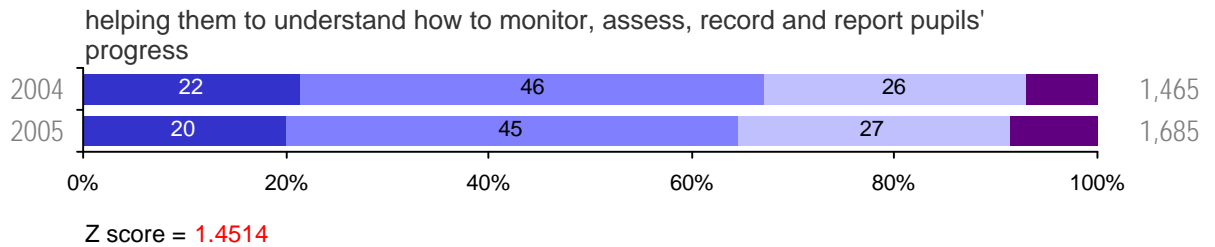
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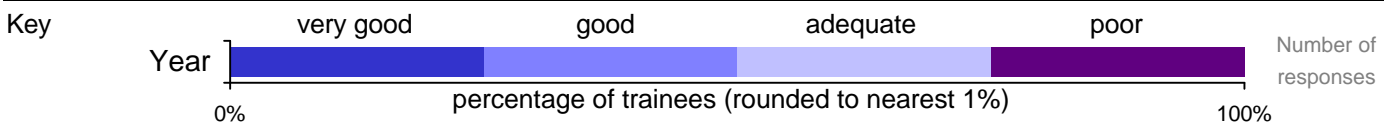
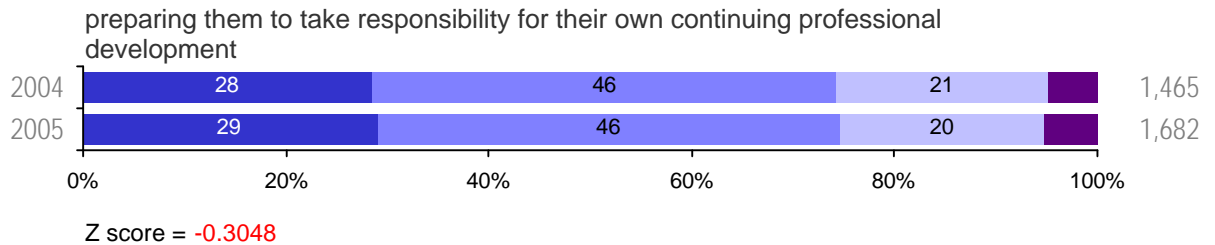
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