

A Model of Professional Training for teachers



Professor Gill Richards

Nottingham Trent University (NTU) School of Education – model of professional training for teachers

- ❑ UK Government Context
- ❑ NTU context
- ❑ NTU developments
- ❑ What were the challenges?
- ❑ What has been successful?
- ❑ What we have learned?



Why Change?

- ❑ Successful teacher training (pre-service) courses
- ❑ High student numbers
- ❑ Good results
- ❑ Good reputation

BUT

Why Change?

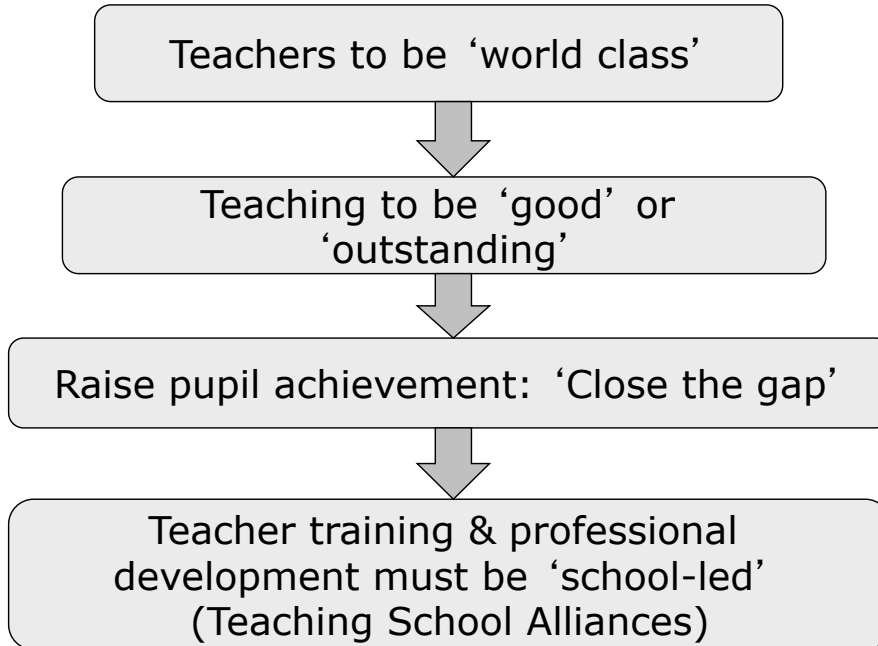
- ❑ New Government – changes
- ❑ Schools – increased power + competition
- ❑ ICT developments – increased student choice
- ❑ Less successful in-service teacher courses

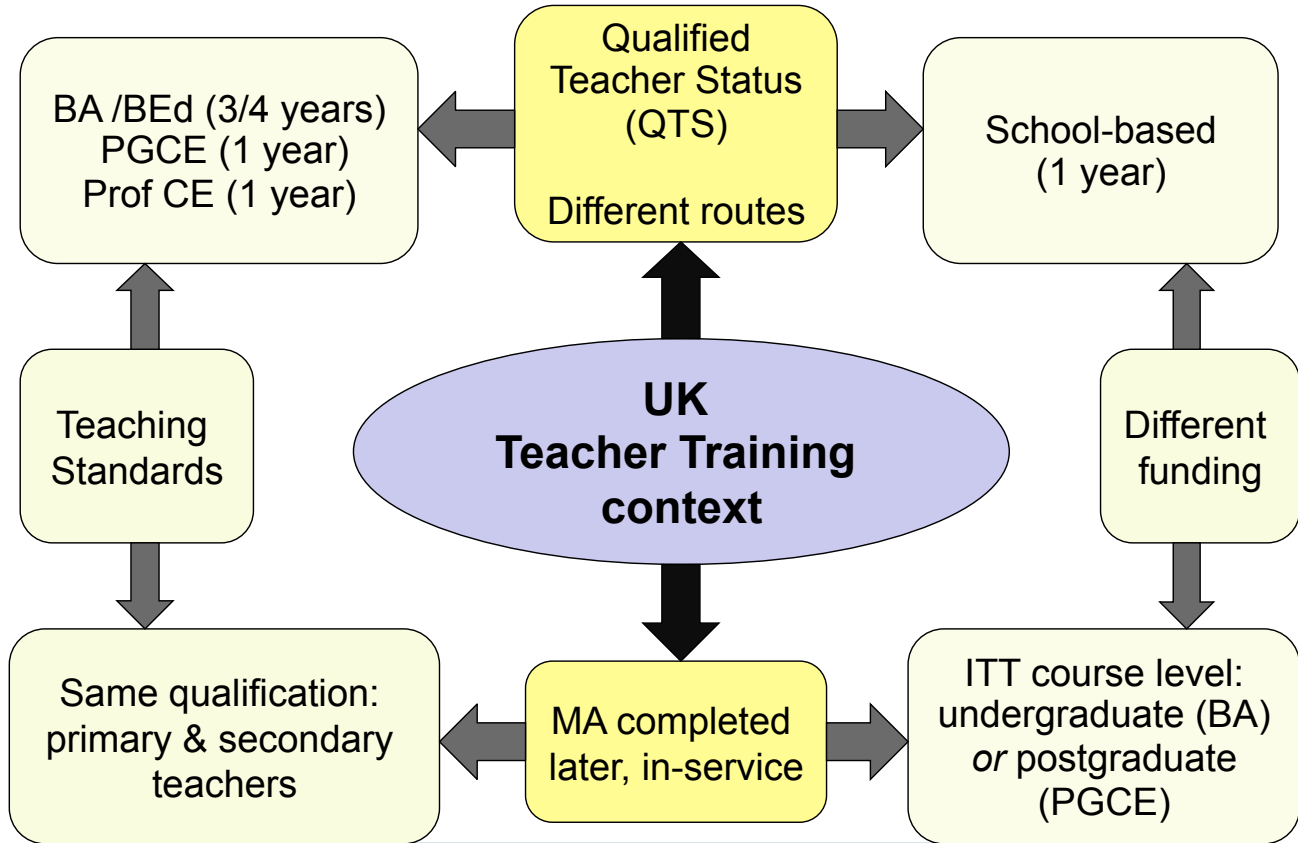
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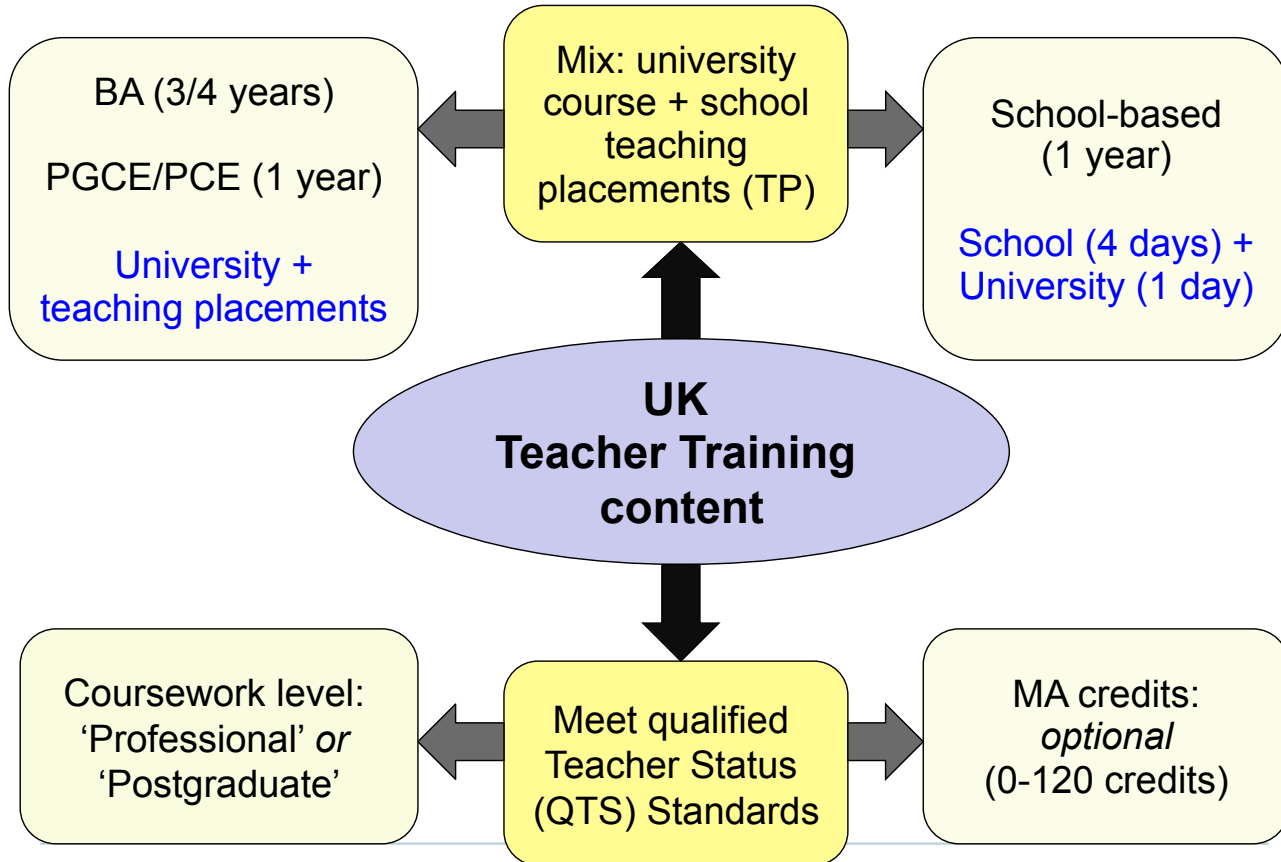
- ❑ World is changing : Education is changing
- ❑ Ways of learning are changing: teachers must change

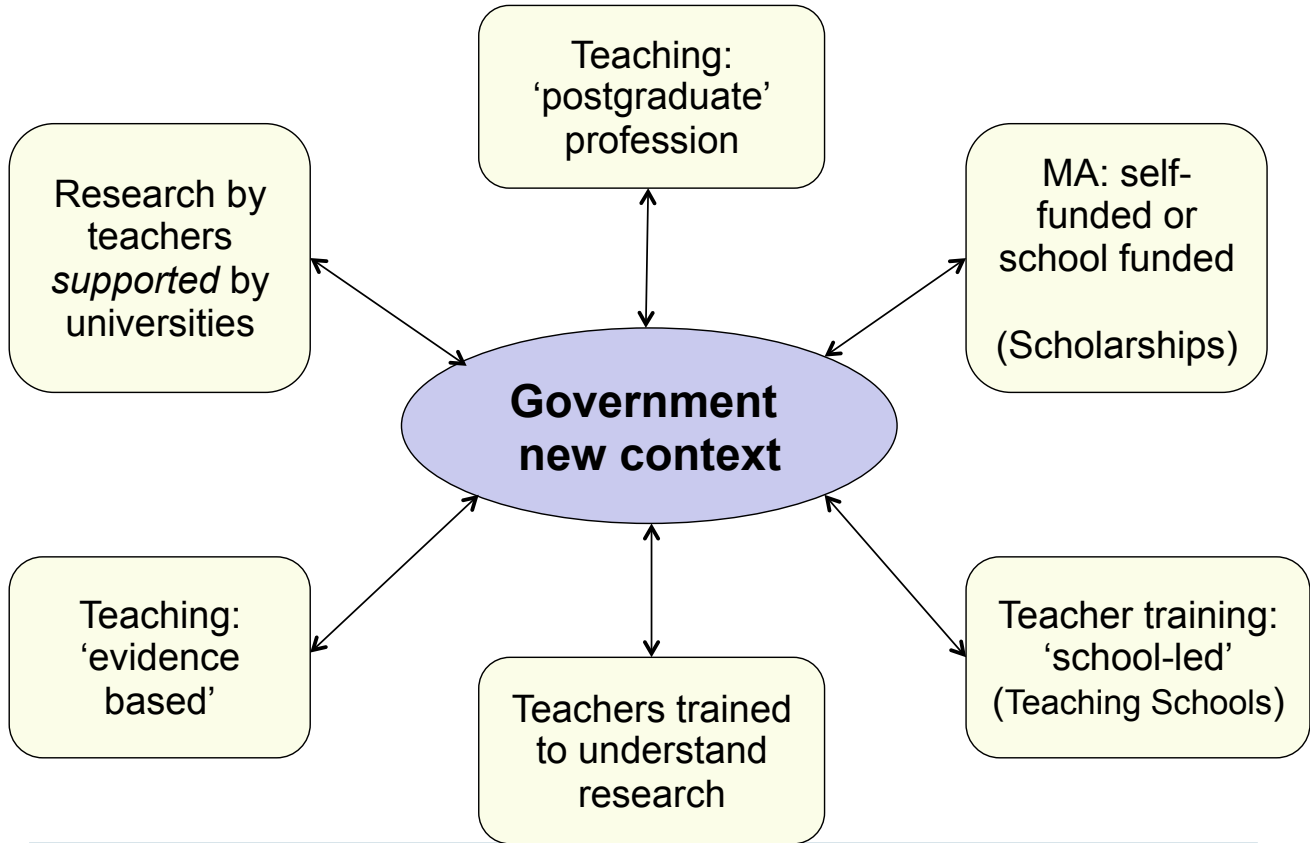
So, we must change

UK Government direction









NTU School of Education: 50 years of Teacher Education



Mission: Increase participation & develop partnerships with community

NTU context: Teacher courses

Initial teacher training (ITT)

Pre-service:
Primary
Secondary
Adults

Assessment: coursework
& school placement

(Government controlled)

Professional development (PD)

In-service: Teachers &
education professionals

MA (& PhD)

Modular courses
(credits)

(Option for growth)

Partnership with schools

School of Education ITT context

ITT courses (Government controlled)

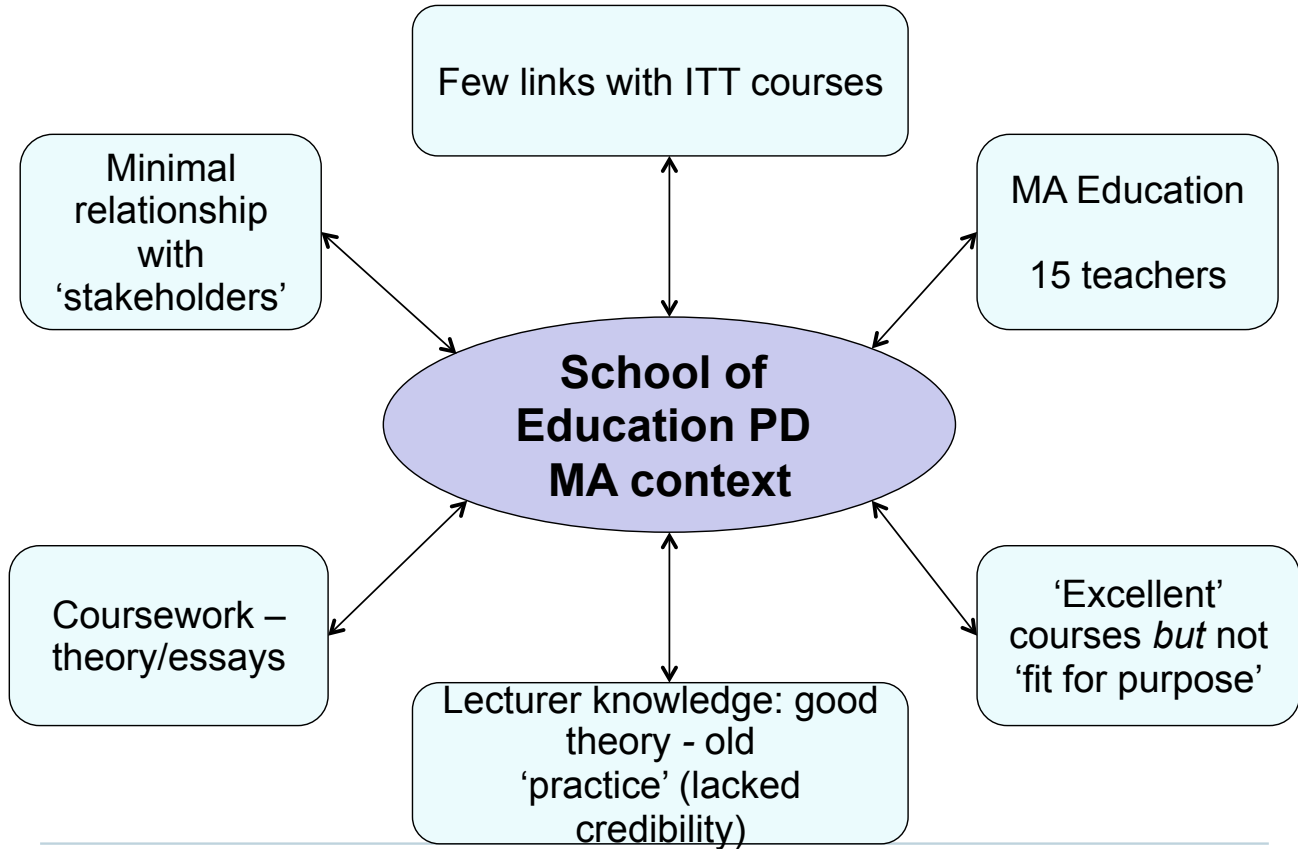
Primary (450)
Secondary (150)
School-based (150)

Focus: teaching skills

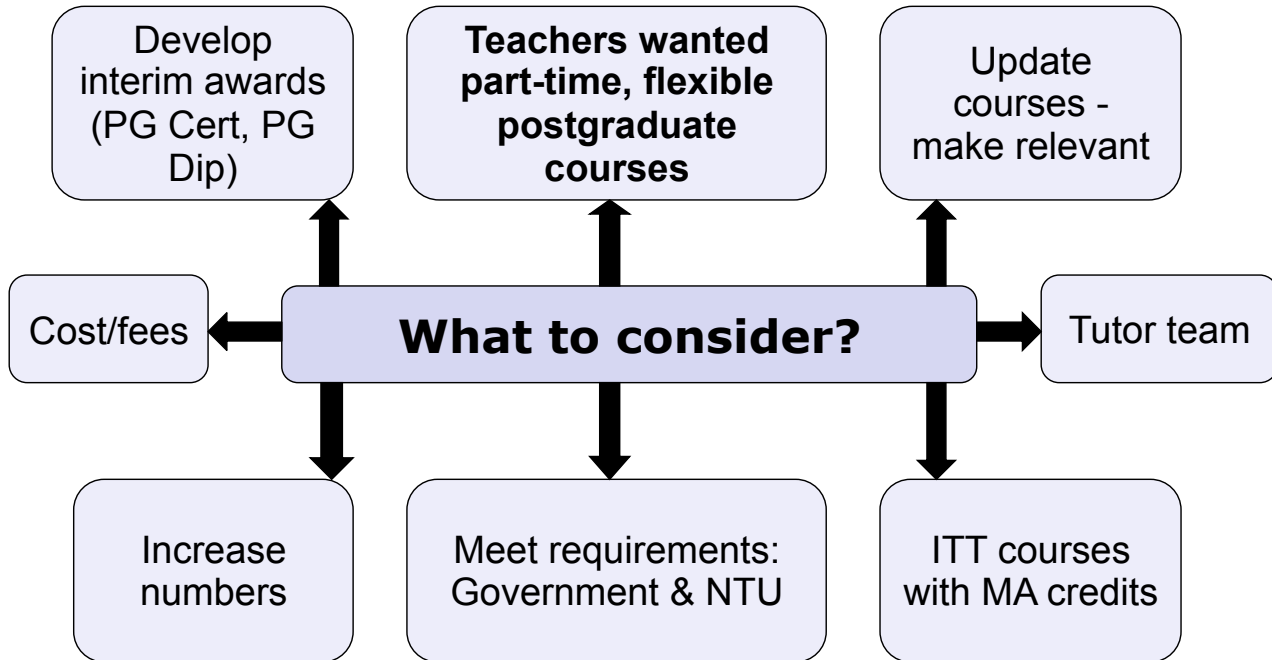
Tutors: excellent
'teachers' (not researchers)

Students: very different prior
experiences/qualifications

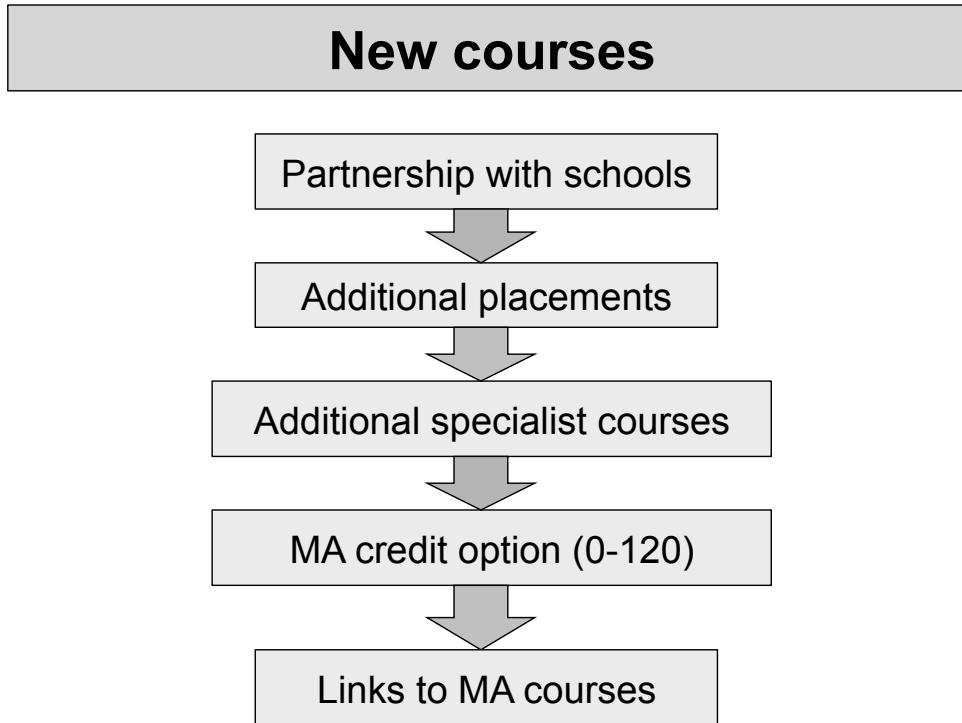
Few progressed to PD courses



The NTU 'journey': The Start



The NTU 'journey': Successful ITT Developments



MA Developments - What we did: *We listened*

We went to teachers and asked:

What do you want?

What are your priorities?

How do you want to study?

What are the barriers?

What teachers told us

"I'm busy, it has to fit with my life"

"I couldn't do an MA – too much reading and writing essays"

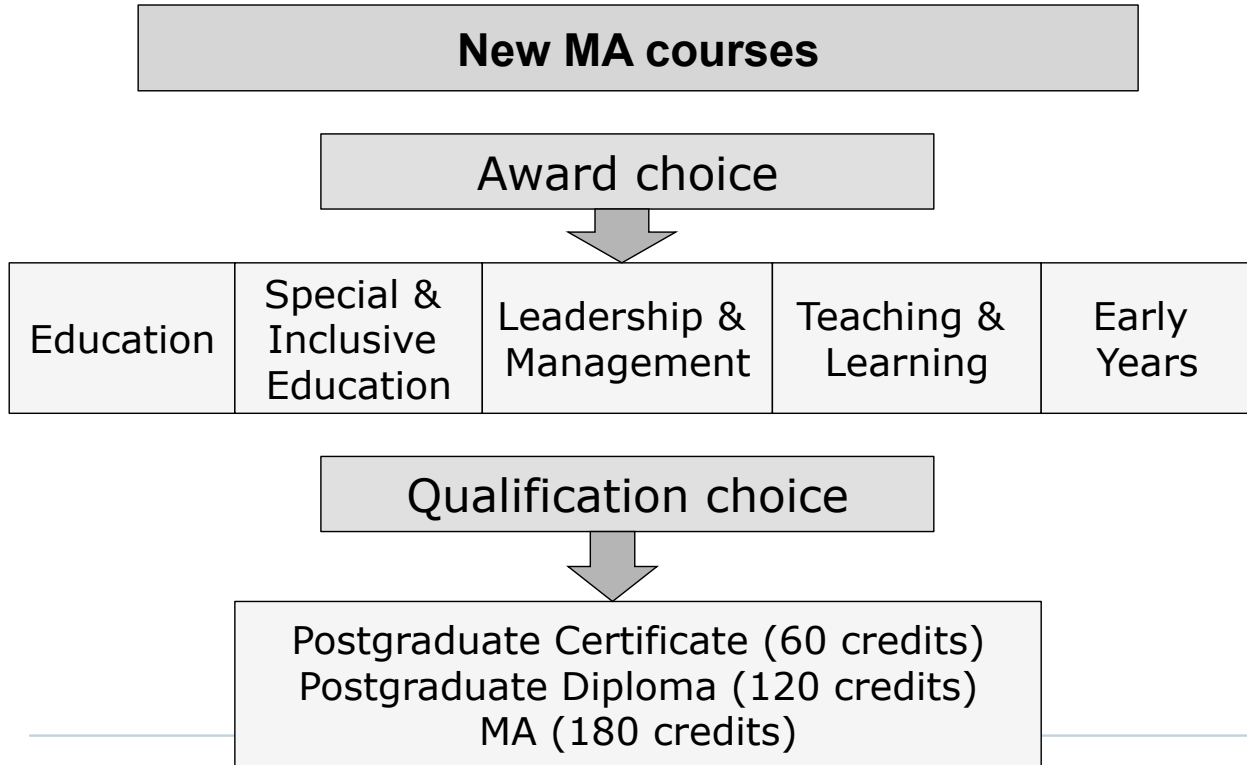
"It's not relevant, I don't need an MA"

"It's a long time since I studied"

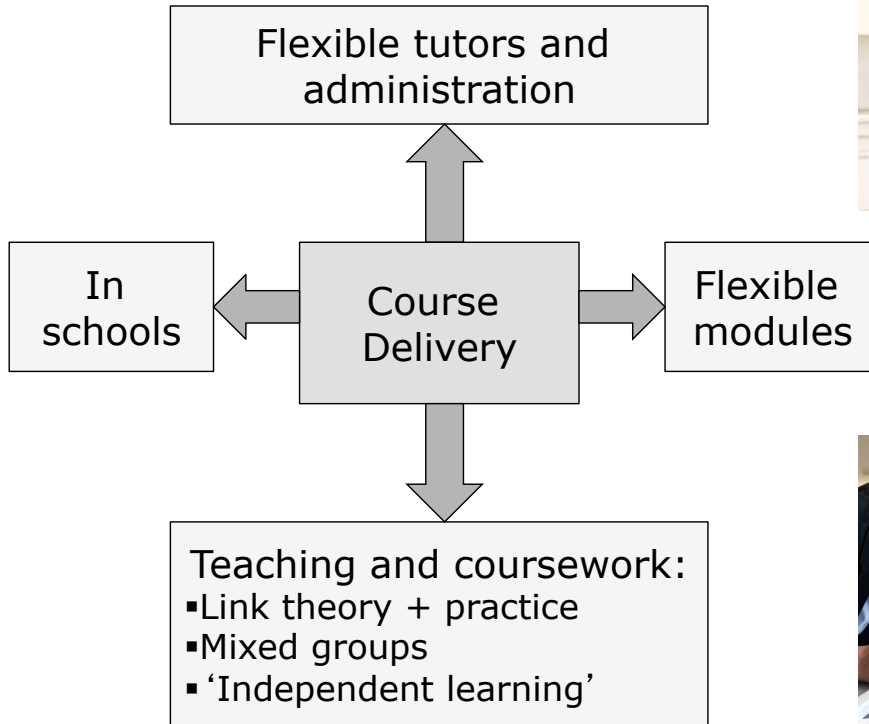
"I do a lot of professional courses, why can't they count?"

"It's too expensive"

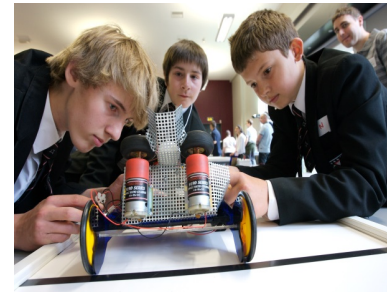
The NTU 'journey': Successful Developments



The NTU 'journey': New course delivery (ITT & MA)



MA: 300 teachers



Module examples

Module Title	Credits
Leading change in education	30
Innovation in teaching and learning	30
Professional Development: impact and dissemination	30
Leading modern foreign language teaching	30
Behaviour management: learner and practice issues	30
Independent study	30/20/10
Research in a professional context	20
National Leadership: Head Teacher	60

Assignment examples



Module Title	Assignment task
Professional Development: impact & dissemination	Portfolio (4 tasks): reflection on professional learning from courses; research paper on 1 course topic; analyse impact of courses; academic poster on 1 course
Behaviour management: learner & practice issues	<ol style="list-style-type: none"><li data-bbox="539 565 1396 683">1. Essay (80%) on behaviour. Include: review of theory & literature, learner views, analysis of factors that contribute to 'problem' behaviour<li data-bbox="539 728 1348 800">2. Presentation (20%): evaluate a strategy for managing behaviour
Independent Study (20 credits)	Project report. Include: literature review; project details and analysis; academic poster

What were the challenges?

- ❑ New courses: 'old' staff!
- ❑ Academic debate: maintaining quality (theory + practice), cost effective
- ❑ 50+ new modules (ITT & MA)
- ❑ Respond quickly to new Government changes
- ❑ Too flexible?
- ❑ ITT courses – 120 MA credits
- ❑ Increased BA fees: student debts
- ❑ School facilities



Other successful activities

Funded small-scale research projects in schools

Supported Teaching Schools with research development

Gave 'partner' schools access to NTU library

Erasmus IP:
PG Cert
(Behaviour Management)



Professional 'twilight' courses

What do teachers say now?

“It is an excellent course that I have recommended to colleagues”



“The course was well planned, entirely relevant, presented in interesting ways”

“It has enabled me to look deeper and more carefully into my practice as a teacher. Research has helped me understand what is going on in my classroom and beyond”

“It has been a source of inspiration and insight. It has enabled me to challenge my thinking within and beyond the classroom”

What have we learned?

We need to:

1. Have great courses that people *want*
2. Use *all* our activities for MA credits – Erasmus projects, research & development, Government courses
3. *Keep* changing (quickly)
4. Design new PG Certificate courses on specialist subjects (Behaviour Management, Special & Inclusive Practice, Leadership)
5. Balance what people want *and* maintain quality
6. Use flexible tutors
7. Use a 'Quality Checklist' for school-based course teaching
8. **Continue to *listen & develop respectful, equal partnerships***



Thank You

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