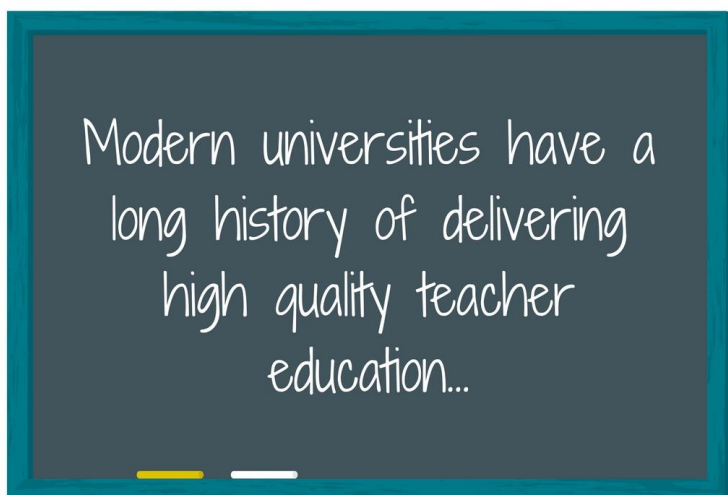


## A manifesto for teacher education



This manifesto sets out the steps that we believe the next government should take to improve teacher education and professional development in England and retain high quality teachers in the profession.

There are good reasons to take a new approach to the initial training and professional development of the teaching profession. Unlike in other professions, the requirement for teachers in academies to be professionally qualified has been abolished. From 2011, the government transferred more and more of the initial teacher training (ITT) places allocated to universities, to new 'School Direct' routes into teacher

education. While some School Direct schools have strong partnerships with universities, not all take this approach. As a result, the professional and academic outcomes for trainee teachers on School Direct programmes vary. In spite of being allocated increasing numbers of ITT places, School Direct has never recruited as well as universities and there is evidence of a further decline in applications this year.

The impact of these reforms has not been independently evaluated but in May 2016, the House of Commons Public Accounts Committee concluded that the Department for Education (DfE) had no clear plan as to how to meet its ITT recruitment targets.

By 2015 less than 75% of maths teachers, just 62% of physics teachers and only 78% of English teachers held a relevant post A-level qualification and in 2016-17, only 93% of ITT places were filled. The Government has confirmed that of the 21,400 teachers who started working in English state schools in 2010, over 6,400 (30%) had quit by 2015.

Modern universities have awarded nearly **250,000** Post Graduate Certificates in Education. Modern universities are the dominant force in teacher training – **80%** of education students in 2014/15 were at modern universities.

Since 1994, modern universities in England have educated **226,000 PGCE students** – a figure equivalent to eight teachers in every school in England.

The increase in the number of children expected to enroll in state schools in the next decade will put further pressure on the system. The DfE forecast that by 2026 the number of pupils will increase by almost one million while the Institute for Fiscal Studies (IFS) has estimated that an additional 30,000 teachers are needed by 2020 to maintain current pupil-teacher ratios bearing in mind the increase in pupil numbers.

### Education

**77%** of trainee teachers are at modern universities (2015/16).



Schools and colleges throughout the country need to be able to recruit qualified teachers who are experts in teaching and learning as well as subject specialisms. To address the challenges of teacher shortage and retention the next government should:

- require all teachers to have academic and professional qualifications which are **recognised and awarded by a university**

- **simplify the routes into initial teacher training** by placing universities at the heart of a teacher education system that recognises and rewards the work of expert teacher educators in universities and schools
- **provide all universities offering teacher education programmes with three-year ITT allocations** to ensure that teacher education courses are sustainable and boost capacity for strategic planning, the development of university-school partnerships and innovation
- track schools' workforce needs at local and regional level so that **the national teacher supply model is informed by accurate data** that takes account of local and regional requirements and variations in educational attainment and share this information with universities to support the national and local strategic planning of teacher supply
- reward universities that successfully recruit applicants from **groups which are under-represented** in the teaching profession
- encourage universities recruiting postgraduate students to teacher education programmes to **take account of wider selection criteria and not just prior degree classification**
- **abolish the electronic testing of ITT entrants for literacy and numeracy introduced in 2012**; these tests have created artificial barriers to recruitment and are of little value in assessing the abilities and aptitude for teaching of potential trainees
- **ensure that postgraduate students have sufficient opportunity** to acquire and develop their knowledge of child development, reflective practice and subject pedagogy in addition to the 120 days they spend in schools
- promote undergraduate teacher education courses as **equally valuable** routes into the teaching profession
- **fund universities to bring forward new, innovative programmes** to train teachers in specialist shortage subjects
- **phase out the lower salaries and non-professional status** currently applied to early years' teachers
- support teacher educators in schools by **funding mentoring qualifications** which are supported and awarded by universities
- **require all schools** to offer Initial Teacher Training placements
- redirect the £167m per annum spent on bursaries to:
  - **provide teachers with a new entitlement to career-long professional development** with an initial focus on early career support
  - fund schools to **allow teachers to participate in courses and development opportunities** leading to accredited qualifications awarded by universities

**MillionPlus is the Association for Modern Universities, representing modern universities across the UK. Visit our website at [www.millionplus.ac.uk](http://www.millionplus.ac.uk) for more details, or contact us on 020 7717 1655 or [info@millionplus.ac.uk](mailto:info@millionplus.ac.uk)**