

Under Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching

## Myths, Misconceptions and Materiality in School-based Teacher Education – The Contradictions and Consequences of Contemporary Reforms in Teacher Education in England

This seminar will report on research exploring the views of teacher educators, school leaders and beginning teachers on reforms to initial teacher education led by the Department for Education in England since 2010. Drawing upon case studies it examines how different stakeholders have engaged in teacher education, conceptualised their role in preparing new teachers and respond to shifting responsibilities for leading this process since the publication of the Coalition Government's White Paper, The Importance of Teaching (2010). In particular it looks at the nature and impact of School Direct, a relatively new qualifying route into teaching which significantly shifts ownership of initial teacher preparation away from higher education to schools and academies where responsibility for recruitment, selection, training, assessment and subsequent employment is, in theory, driven by the needs of schools.

It examines views on the distinctive features of this training route, its advantages and challenges as well as perceptions on what impact School Direct is having on the schools themselves, University partners and the trainee teacher's voice as well as its position during an emerging teacher recruitment crisis. Alongside others (Sebba, Kent and Tregenza, 2012) this paper suggest that patterns of engagement are mixed and whilst some institutions have seized the initiative in a school led system others are limited and are stepping back from engagement in the face of other challenges.

This paper draws upon initial survey data from different participants (beginning teachers, school based trainers, school leaders and university tutors) working or training in or with partnership schools in the South East alongside in depth interviews with school leaders, teacher educators and participants.



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**Dr Simon Thompson** is a Professor of Education and Head of the Education Department in the School of Education and Social Work at the University of Sussex. He was previously a Teacher of History for 11 years before becoming Director of Initial Teacher Education and establishing different innovative pathways for beginning teachers. He teaches on many undergraduate, postgraduate and doctoral programmes. As a recipient of a University Teaching Award for Excellence and as a National Teaching Fellow his impact in the field has been celebrated and he is widely recognized as a strong practitioner in classroom and expert in teacher education practice. He closely works with schools and colleges across Sussex and sits on the strategic boards of regional teaching school alliances and is Chair of the Sussex Maths Hub. He represents Sussex at the “Universities Council for the Education of Teachers” and is an elected member to the national executive. He has provided input to key national policy developments to other universities, the UK government and international agencies. He has considerable interest in working with established teachers to develop their practice and has worked with practitioners in Japan, China, Morocco, Cambodia, Nigeria and Kazakhstan and offers evidence informed and practice rich CPD courses for both experienced and beginning teachers.

### DATE AND TIME

Thursday 7<sup>th</sup> November 2019

Time: 2.30 pm to 4.30 pm



### VENUE

Library Conference Hall, TISS  
Main Campus, Mumbai