

# Response ID ANON-QAGS-68SQ-X

Submitted to Initial teacher training (ITT) market review: recommendations  
Submitted on 2021-08-22 23:52:26

Foreword by Nick Gibb MP, Minister of State for School Reform

## Introduction

### Personal details

1 What is your name?

Please provide your name.:  
Dr Artemi Sakellariadis

2 What is your email address?

Please provide your email address.:  
artemi@csie.org.uk

3 Are you completing this consultation as an individual or on behalf of an organisation?

Organisation

4 Would you like us to keep your responses confidential?

No

If applicable, please provide your reason for confidentiality.:

### About you

5 What is the name of the organisation you represent?

Please provide the name of your organisation.:  
Centre for Studies on Inclusive Education (CSIE)

6 Please tell us which of the below options apply to your organisation. You may choose as many as apply.

Other interested party – please specify below

If you selected 'other interested party', please provide further details.:

National charity working to promote equality and eliminate discrimination in education.

7 If your organisation is currently an accredited provider of ITT, how many trainees did you have in 2020/21?

Please provide the number of trainees you had in 2020/21.:  
n/a

8 If your organisation is currently an accredited provider of ITT, how many a) subjects and b) phases did you offer in 2020/21? Please give your answer as a numeric value, providing an estimate if you are unsure of the precise figure.

Please provide the number of subjects offered in 2020/21.:  
n/a

Please provide the number of phases offered in 2020/21.:  
n/a

9 Which of the Regional Schools Commissioner regions are you or the organisation you represent based in?

South-West England

10 Please tell us which of the below options apply to you. You may choose as many options as apply.

I have an interest in ITT for another reason – please specify below, N/A - I am responding on behalf of an organisation

If you have selected 'I have an interest in ITT for another reason', please provide further details.:

CSIE is committed to advancing disabled children's rights and recognises that a transformation is needed in the way education is organised in this country. The extent to which teachers are prepared to work in inclusive settings is key to developing more inclusive schools, as required by national and international legislation.

## The case for change

11 Which of the themes set out in the report do you particularly recognise as key area(s) where there is an opportunity to further increase the quality of ITT? You may choose as many themes as apply.

Consistency across partnerships and between providers in the content and quality of the training curriculum, A supply of enough high-quality placements with the capacity to fully support the delivery of the trainee curriculum

Please provide any additional details to explain your selections.:

12 Do you think that there are any other key areas for improvement in the ITT system that are not included in the above list?

Please provide any other key areas for improvement.:

Yes, there is a significant omission in the proposals.

If every teacher is a teacher of SEND, as indeed they should be, then ITT should ensure that they can be. Currently the government's annual survey of newly qualified teachers (NQTs) regularly finds that only about half of NQTs report that their ITT equipped them well to teach pupils with labels of SEND. This has to change. The culture and content of ITT need to be urgently transformed, so that all teachers are well prepared to work with the full diversity of learners.

We welcome the provisions within the report for training teachers regarding students with labels of SEND (paragraph 29, page 13), yet remain concerned that there is no further mention of this, and there is an absence of training requirements in relation to equality, diversity and inclusion. This does not seem to us as adequate preparation for providing an inclusive and productive environment for students.

We know that, at present, teachers feel ill-equipped on the subject of SEND. In the consultation we see an opportunity to ensure that this does not continue to the further detriment of students with labels of SEND. We propose that the principal of Universal Design is implemented in the development of initial teacher training, and SEND education woven into the fabric of it instead of being a bolt-on addition. This would go some way to effect a much-needed culture change in which disabled children's rights to an inclusive education are fully understood and respected in all schools.

Within this, we stress the importance of expanding the scope of the proposed core framework to include the education of SEND students. This would ensure that all teachers are confident in their abilities to teach everyone in their class, and result in fewer students being referred on to adaptive learning, SEN support and EHCPs.

Whilst some argue that this approach costs too much money, and that pupils with labels of SEND detract from the quality of attention received by other students, the opposite has been proven to be true. Including disabled children in mainstream schools, with the correct support in place for staff to ensure that their expertise is put to its best use, is more cost effective than transporting students to special schools. Moreover, inclusive education has been shown to lead to improved educational outcomes and improved social and emotional development for disabled and non-disabled students alike.

We also suggest that it would be inappropriate to oppose inclusive education on the grounds that attending to the needs of pupils with labels of SEND would take up too much of the teacher's time. Such an argument carries an implicit suggestion that such time would not be well-spent, or that these pupils are not worth the investment. Such assumptions are preserved in social stereotypes which see disabled people as inferior. International institutions committed to advancing disabled children's rights suggest otherwise. The UK has been repeatedly told, by the UN Committee on the Rights of the Child and the UN Committee on the Rights of Persons with Disabilities, that it must develop more inclusive schools as a matter of urgency,.

Further to this, we have seen the successful implementation of this approach in other parts of the world; for example in New Brunswick, Canada, Universal Design in educational settings is a legal requirement, and all children attend their local school.

13 Taken together, the review's proposals set out an overall approach to addressing the challenges identified in paragraph 18 of its report. If you think that there are alternative approaches to addressing these challenges, please specify what these are.

Please describe any alternative approaches to addressing these challenges in the text box below.:

## Quality Requirements for ITT providers

### Quality Requirements for ITT providers: Curriculum

14 Please provide any comments you have on a) the proposed approach to intensive practice placements, b) any barriers to implementation, and c) any support you would need to overcome these barriers.

Please provide comments on the proposed approach to intensive practice placements.:

We cannot overemphasise the importance of all teachers being accountable for the progress of all of their students. In this regard it is important to keep sight of the fact that we are training teachers, not mechanics. The same processes will give rise to different outcomes with different students, depending on where the child is in their education and what their individual needs are. Teachers must be treated as professionals, and given the ability, support and

responsibility to adapt to the needs of their pupils, meet them where they are, and help them to progress alongside their peers.

In short, teachers should not be seen as technicians, simply applying a set of skills handed down to them. Instead, trainee teachers should be supported to establish a conceptual and theoretical grounding, from which they can develop and apply their own professional judgement in response to any learner's needs.

Please provide comments on barriers to implementation.:

n/a

Please provide comments on any support you would need to overcome the barriers identified above.:

n/a

15 Please provide any comments that you have on the minimum timings set out in the table above.

Please provide any comments that you have on the minimum timings set out in the table above.:

n/a

16 Please provide any comments you have on any of the other curriculum requirements (excluding those requirements relating to intensive practice placements and minimum time allocations covered above), referencing by number any of the specific requirements included in the Quality Requirements that you wish to comment on.

Please provide any further comments.:

The report seems to be based on the assumption that trainee teachers can be taught a set of procedures which, when applied, will constitute good teaching. This seems to be a rather superficial understanding of what makes a good teacher and what constitutes effective teacher education.

#### Quality Requirements for ITT providers: Mentoring

17 Please provide any comments you have on a) the proposed approach, b) any barriers to implementation, and c) any support you would need to overcome these barriers.

Please provide comments on the proposed approach.:

n/a

Please provide comments on barriers to implementation.:

n/a

Please provide comments on any support you would need to overcome the barriers identified above.:

n/a

#### Quality Requirements for ITT providers: Assessment

18 Please provide any comments you have on this proposed approach to assessment of trainees undertaking ITT, referencing by number any of the specific requirements included in the Quality Requirements that you wish to comment on.

Please provide any comments.:

n/a

#### Quality Requirements for ITT providers: Quality assurance

19 Please provide any comments you have on this proposed approach, referencing by number any of the specific requirements included in the Quality Requirements that you wish to comment on.

Please provide any comments.:

In the current landscape, the education of children with labels of SEND is largely seen as the domain of specialists. This can give rise to the assumption that if one does not have such a specialism they are ill-equipped to respond to these children's needs. In the process of developing a system where "every teacher is a teacher of SEND", it is important to build in sufficient professional development for those who will take on the role of mentor.

Current data suggests that fewer and fewer children are benefitting from the core high quality provision in our education system, as more and more children are segregated in separate special schools and alternative provision. In the 21st century, this needs to change; education needs to better reflect the level of disability equality achieved in other parts of life. Schools must be supported to develop greater capacity to respond to the full diversity of learners, as required by national and international legislation. ITT which prepares teachers to work in inclusive classrooms is essential in the

transformation which is needed.

### Quality Requirements for ITT providers: Structures and partnerships

20 Please provide any comments you have on this proposed approach, referencing by number any of the specific requirements included in the Quality Requirements that you wish to comment on.

Please provide any comments.:

n/a

### Qualified Teacher Status and the PGCE

21 Please provide any comments you have on this proposal.

Please provide comments below.:

n/a

### Routes into teaching

22 Do you think that there are any specific considerations that a) providers of undergraduate ITT and b) providers of employment-based ITT would need to account for when implementing the Quality Requirements? In your answer, please include the approaches providers might take to address these.

Please describe any specific considerations that providers of undergraduate ITT would need to account for.:

n/a

Please describe any specific considerations that providers of employment-based ITT would need to account for.:

n/a

23 Please provide any comments on any indirect impacts on provision of a) early years ITT and b) further education ITE if these recommendations were to be implemented.

Please describe any indirect impacts on provision of early years ITT.:

n/a

Please describe any indirect impacts on provision of further education ITE.:

n/a

### The accreditation process and monitoring

24 Please provide any comments you have on the proposed approach to accreditation and re-accreditation.

Please provide any comments.:

We have a system which works reasonably well and the report makes no mention of evidence suggesting that such a radical transformation is necessary. Likewise, we can see no research evidence behind the recommendations being put forward. This is very unsettling and harbours the risk of undermining the quality of existing ITT.

The past 10 years have seen a radical transformation of the SEND statutory framework. An attempt to evaluate the impact of the reforms started two years ago and, although the SEND Review has not been published yet, there is enough evidence to suggest that there still are long-standing issues in the SEND system (see, for example, the recent Ofsted report ""SEND: old issues, new issues, next steps"). We hope the ITT system is updated in ways which have a stronger grounding in research evidence and better reflect the views of key stakeholders. A consultation about teacher education held over the summer holidays may not be the best way to engage key stakeholders.

25 Please provide any comments you have on the proposed approach to monitoring set out above.

Please provide any comments.:

n/a

### Timelines

26 Please provide any comments you have on a) the proposed target of September 2023 for first delivery of the Quality Requirements and b) DfE's proposed timeline as set out above.

Please provide comments on the proposed target of September 2023.:

n/a

Please provide comments on the proposed timeline set out above.:

n/a

27 Having read 'Initial teacher training (ITT) review – draft Quality Requirements for ITT providers' and the anticipated timeline, if you think that your organisation would wish to deliver ITT in the future, would your organisation be likely to apply to become an accredited provider, seek to become or remain as a lead partner, or seek to become or remain as a placement school? As stated by the review, organisations may in some cases wish to take more than one role – as such, please select as many options as apply.

N/A

Please specify the conditions under which you would apply for the role selected above.:

28 If adopting a future model such as the one set out by the review, would you be looking to add more organisations to your current partnership?

N/A

29 If you answered yes to the previous question, would your organisation require support to identify potential partners? Please also explain what support would be needed and what barriers this would overcome.

N/A

Please explain what support would be needed and what barriers this support would overcome.:

### Teaching school hubs

30 Please provide any comments you have on the proposed role of teaching school hubs in the future ITT market.

Please provide any comments.:

n/a

### ITT as a system-wide responsibility

31 Please provide any comments you have on the proposed approach to increasing involvement of trusts in ITT.

Please provide any comments.:

n/a

32 Please provide any comments you have on other incentives that could encourage schools and trusts to participate in ITT.

Please provide any comments.:

n/a

### Recruitment and selection

33 Please provide any comments you have on a) the impact of the proposed reforms on the recruitment and selection process, including potential for streamlining of the recruitment process and sharing of recruitment practices, b) any barriers to implementing the proposed reforms at the recruitment stage, and c) support that would be needed to overcome these barriers.

Please provide comments on the impact of the proposed reforms on the recruitment and selection process.:

n/a

Please provide comments on barriers to implementation.:

n/a

Please provide comments on any support you would need to overcome the barriers identified above.:

n/a

## Impact assessments

34 Please use this space to raise any a) equality impacts and b) any impacts specific to schools in rural areas that would result from the implementation of the proposed Quality Requirements.

Please describe any equality impacts.:

n/a

Please describe any impacts specific to schools in rural areas.:

n/a

## International Qualified Teacher Status

### Final thoughts

35 Please use this space to give any comments you have on any aspect of the report of the review or the 'Initial teacher training (ITT) review – draft Quality Requirements for ITT providers' document that you have not had the opportunity to provide in response to any of the other questions.

Please provide comments below.:

Thank you for taking all of the above points into consideration, when assessing how best to proceed with initial teacher training. An education is only as good as the teacher one has, so we must consistently include SEND as an integral part of all training to ensure the best outcomes for all students.