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How to support trainee teachers to demonstrate that they can provide outstanding evidence in pursuit of Qualified Teacher Status (QTS).



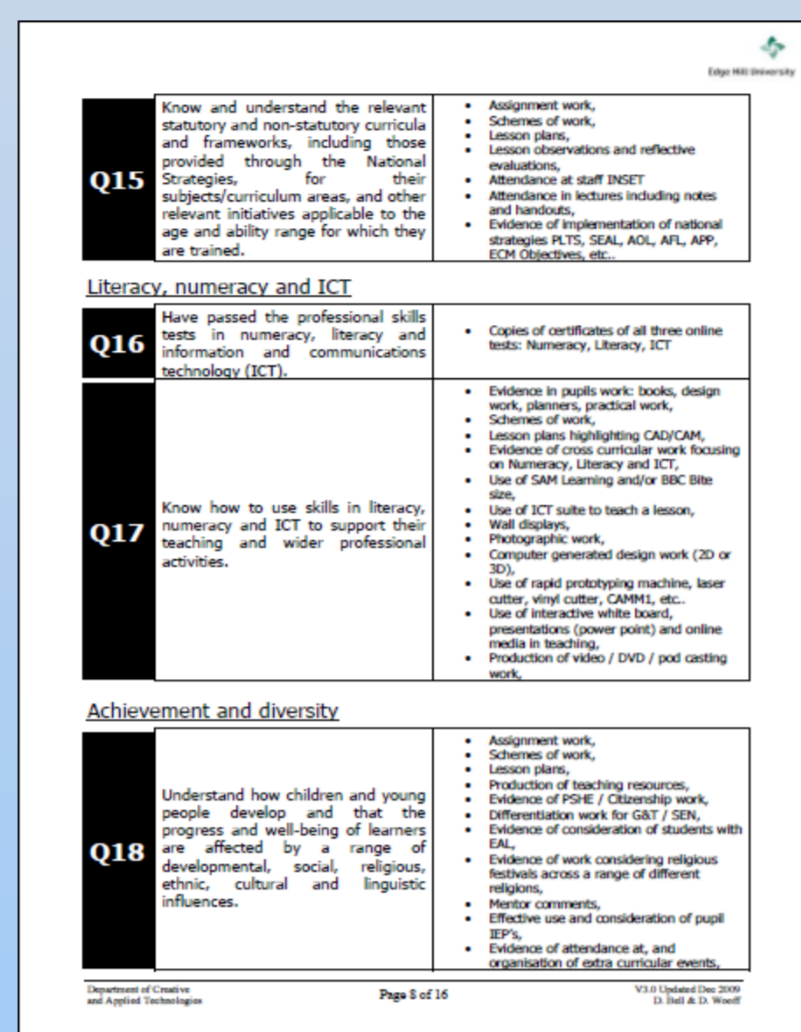
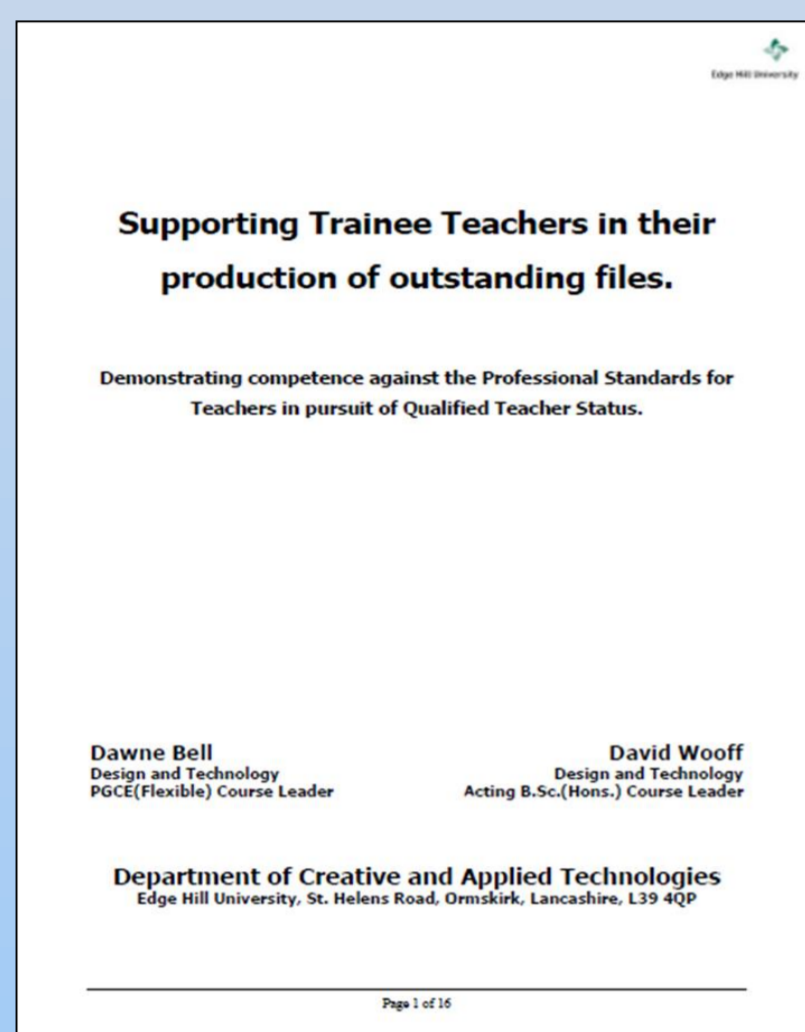
Edge Hill University

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Introduction

The research presented here will illustrate how senior lecturers working within Design and Technology Initial Teacher Education (ITE) at Edge Hill University provide support enabling trainees to produce high quality evidence necessary to demonstrate their competence against the standards relating to achieving Qualified Teacher Status. This research was initially triggered by the number of successful trainees (100% pass rate) progressing through the academic assessment board for the Flexible Postgraduate Certificate in Education (PGCE) at their first attempt.

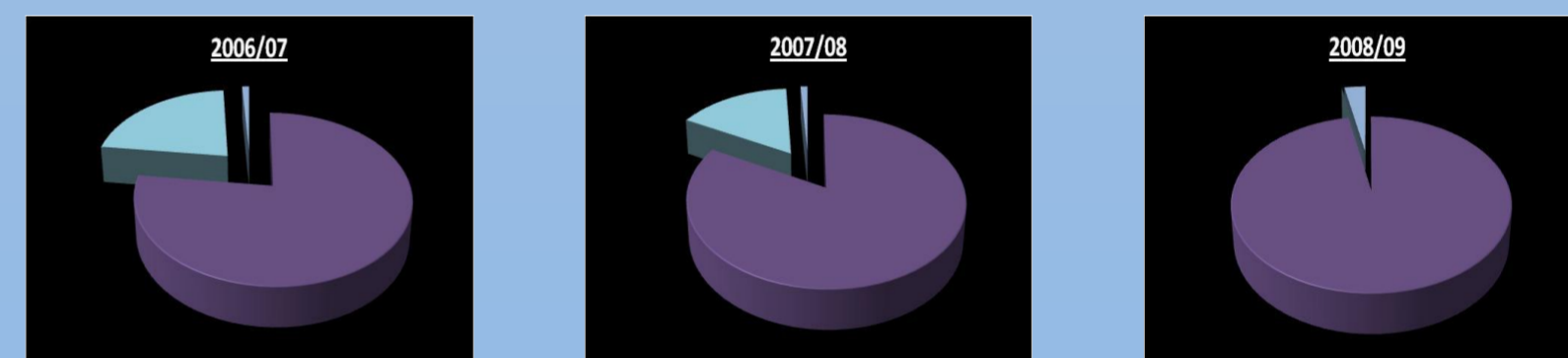


Literature Review

The Training and Development Agency (TDA) for schools, produces a variety of information to support trainees in demonstrating their ability to meet the standards for Qualified Teacher Status (QTS). These are published on the TDA website and detail, in a narrative fashion, evidence that can be used in support of trainees meeting the standards. This information was published on the TDA website in November 2007. Other English institutions such as: Bath University and Brunel University produce and publish lists which can be used by their trainees as simple checklists to help trainees gather evidence for their professional portfolios. The TDA itself does not publish nor endorse such lists of material.

Results and Discussion

A cohort of students who successfully completed their training at Edge Hill University were contacted during their first year of full time teaching and asked a number of questions relating specifically to the documentation produced and discussed here. 100% of those that responded to the request for data stated that they had used the documentation provided to help them gather a range of high quality evidence suitable to demonstrate that they had met the standards for the award of QTS. Respondents in the research sample also provided feedback about the suitability of the documentation, this is summarised thus:



Cohort	Cohort Size	Highly Suitable	More Detail Required	Other
2006/07	18	72.2%	22.2%	5.6%
2007/08	24	83.3%	12.5%	4.2%
2008/09	34	97.1%	0.0%	2.9%

Responses were grouped into overarching categories to aid analysis. Convincingly, a significant majority of respondents said that the material produced was highly suitable to aid them in collating and presenting their evidence in pursuit of QTS. Other noteworthy comments included; could this be adapted for online submissions and could this be produced differently showing a sorted list of items and which standards they could be used against, so it is organised by item rather than QTS standard.

Methodology

Initially working from prior experience, two senior lecturers from Edge Hill University produced an exemplar list of materials that could be used to help trainees show breadth and depth in their evidence towards achieving QTS. The initial list was used on the flexible PGCE course at Edge Hill over the course of the academic year 2006/07 and expanded to the Undergraduate. Over the subsequent years the list has been revised and reproduced to incorporate a variety of sources of material.

The methodology adopted in this work is that of a piece of on going action research, originating from work initially analysed as a case study. It is evident that the documentation produced from this work is organic in nature and it will continue to evolve over time as more trainees complete their studies and provide yet further suitable evidence in pursuit of the standards for QTS.

“Secondary NQTs rated the overall quality of assessment and feedback they received, and support and guidance they received to achieve the standards for QTS, higher than in the previous survey”.

Results of the newly qualified teacher survey 2009
http://www.tda.gov.uk/upload/resources/pdf/r/results_nqt_survey09.pdf

Potential Areas of Future Study

Edge Hill University is exploring the use of electronic portfolios for future students to submit evidence of their having achieved QTS. Taking feedback from previous cohorts into account, work will be undertaken to see if this documentation can be adapted to support this initiative. Work will also be undertaken to ensure that the documentation remains current and relevant, all future folders submitted by trainees as evidence towards achieving QTS will be scrutinised to ensure that any suitable sources of evidence utilised by future trainees are included in the documentation discussed here.

