

Follow up from meeting between the Deputy First Minister & Teach First: a briefing paper

This briefing paper provides further information and evidence on the proposal for a new Scottish programme, as part of the Teach for All network and Teach First.

Introduction

In March 2016, Teach First met with the First Minister to discuss the potential for a Teach First programme in Scotland. During this meeting, the First Minister made it clear that any programme in Scotland would have to be coherent with the ethos and principles of the Scottish education system - an entirely bespoke programme for Scotland.

On the First Minister's recommendation, Teach First wrote to the Deputy First Minister and Cabinet Secretary for Education and Skills to request a meeting to discuss the concept of a Scottish programme further. In the intervening period, Teach First has taken on board the First Minister's feedback, and developed a series of high level principles to underpin a bespoke programme for Scotland, as part of the Teach for All global network and Teach First.

This programme was presented to, and discussed with, the Deputy First Minister on Tuesday 10th January. The Deputy First Minister was positive about the prospect of a new Scottish programme as an additional policy response to current Scottish Government's efforts to tackle the attainment gap in Scotland, improve teacher training numbers, and create a culture of leadership in Scottish classrooms.

At the request of the Deputy First Minister, this paper provides further information and evidence on a number of key issues, namely:

1. The impact of the programmes;
2. The additionality and value added;
3. The leadership dividend of the programmes; and,
4. The impact of participants teaching in classrooms at an early stage of the programme.

High level principles of a Scottish programme from Teach First and Teach for All

In summary, the following high level principles of a Scottish programme were presented to the Deputy First Minister:

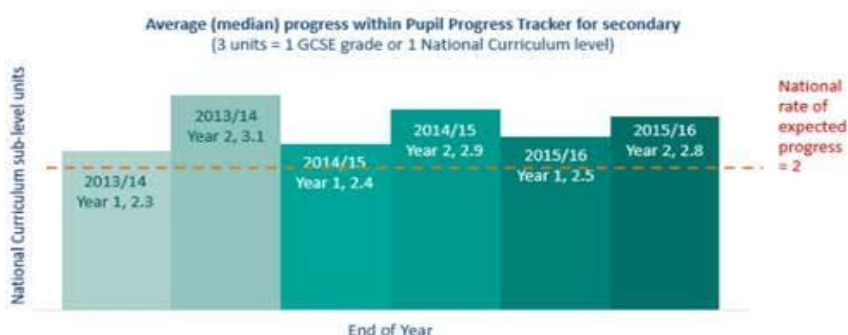
- Teach for All is a global network, across 40 countries, with the aim of expanding educational opportunity, and eradicating the attainment gap.
- A bespoke programme for Scotland, as part of the global Teach for All network and Teach First.
- A new two year PGDE qualification combining teacher training and leadership, worth approximately two thirds of a Master's degree with the scope to consider arrangements to "top up" the qualification to a full Master's.
- A Scotland Advisory Committee to support the design, delivery, and oversight of the programme to include involvement from the Scottish Government, professional teaching bodies, Education Scotland etc.
- A programme which provides a flexible framework to adapt to changing policy priorities in Scotland e.g. through an eligibility framework that meets emerging priorities including areas of greatest need, geographic isolation, areas of teacher shortages in STEM subjects, areas of general teacher shortages.
- Participants would undertake an intensive Scottish summer school, prior to commencing work in a school with a phased introduction to responsibility overseen by an experienced Scottish teacher.
- The programme is funded through a tripartite model involving Teach First investment, central government funding, and schools.
- Schools employ participants as members of staff at the school for the period of their placement, subject to the same statutory employment regulations as all other members of staff.
- Participants are paid in accordance with their level of responsibility, which is increased to full pay by the end of the programme.
- Schools appoint/select an experienced teacher to act as a mentor for the participant, liaising with a Teach First Participant Development Lead to oversee their progress in a classroom setting.
- Participants are provided with a significant leadership opportunity in their first year, rising to an opportunity to act as the lead class teacher by the end of their first year.

Impact Statistics: Teach for All and Teach First

Impact of participants on attainment in first two years

- Independent evidence of Teach First participants (i.e. in their first two years) by the Institute of Education, through Dr. Rebecca Allen, shows that, despite still working towards their qualifications, they are increasing the GCSE results of students. A GCSE student in a school with Teach First teachers improved by one grade overall across their eight best GCSEs.¹
- The research also looked at the impact of Teach First teachers on individual departments within schools. Here it found that Teach First teachers could be adding as much as 30% of a grade per student compared to other teachers within the same department. The research concludes that as this impact is so significant, it is likely that the increase in pupil performance is not simply down to the teachers' direct impact on their students. Instead it is suggested that the presence of Teach First teachers "also raises the teaching standards of those who teach alongside them in the same department". It is therefore very likely that Teach First teachers are not only having a direct impact on improving pupils' results, but may also be helping to raise the overall standard of teaching within their school department.
- Dr Allen's research found that departments within schools without Teach First participants achieved 9% lower GCSE grade performance compared to other departments in the same school before partnering with Teach First. Within two years of having Teach First teachers, these departments outperformed other departments in the same school by 16%.
- In addition, for the last three years, Teach First asked their teachers to anonymously track the progress their pupils are making in one of their classes. In both their first and second years of training, the participants are making above nationally expected progress with their pupils every year.

Teach First teachers continue to make above nationally expected progress with their pupils



Progress remains above nationally expected (expected progress used to be >2 National Curriculum sublevels in England). We hypothesize that the reduced differences between 1st and 2nd year participants in 2015/16 might be due to improved data accuracy in the Pupil Progress Tracker.

¹ A more detailed outline of the Institute for Education report can be found in our impact report here: <http://www.teachfirst.org.uk/sites/default/files/press/pdf/impact%20doc%20WEB.pdf>. The report is entitled: *Allen, R and Allnutt, J (2013) Matched panel data estimates of the impact of Teach First on school and departmental performance, Institute of Education*. Earlier research on the impact of Teach First on GCSEs can be found here: *Muijs et al. (2010), Teach First: pedagogy and outcomes. The impact of an alternative certification programme, University of Manchester*

Additionality

- Teach First is a unique route into teaching, aiming to attract those looking to tackle educational inequality and develop their leadership potential. In this sense, Teach First attracts participants who may not have otherwise chosen teaching, or sought a more conventional teaching training pathway had Teach First not been available.
- Each year, the incoming cohort of trainees are asked questions on their motivations for joining. In 2016:
 - The main motivator was a belief in the Teach First mission of tackling educational inequality (51%);
 - Only 26% said that one of their top two motivations for joining Teach First was as “an entry point into a career in teaching”;
 - Around a third also joined as “an opportunity to be challenged”; and,
 - Only 40% agreed that they might still have become a teacher in a challenging school without Teach First.

Demand from Head Teachers

- Teach First is demand led with Head Teachers choosing to have participants, and investing some of the budget in it. They are under great pressure to improve results for their own communities and from inspection, but demand from schools consistently outstrips the number of teachers Teach First can supply.
- The positivity of schools’ experience with Teach First is reflected in the anonymous surveys that are conducted with them each year.
 - This year 89% of partner head teachers said they would recommend partnering with Teach First to another school;
 - 92% are satisfied with the contribution of our participants to their school; and,
 - 91% of in-school mentors rate the initial teacher training we provide as at least good.

Impact of developing leadership

- Another piece of independent analysis by Dr Rebecca Allen looked at what happened to participants when they have finished the two-year programme. The research found those recruited and developed through Teach First are:²
 - **Seven times** more likely to be in senior school leadership positions
 - Taking on **more additional responsibilities and middle leadership positions**, demonstrated by them earning, on average, £3,000 and £6,000 more by years 3 and 5 in teaching, respectively
 - **Three times** more likely to be teaching in schools serving low income communities three years after starting to teach
 - Working in schools in challenging circumstances; the **majority teach in schools rated by Ofsted as Requires Improvement or Unsatisfactory.**
- Of the just over 3,100 Teach First alumni currently in teaching, **43% have leadership roles in schools** - 34% are middle leaders (such as Head of Department), 8% are senior leaders (such as Vice Principal) and 26% are head teachers.

² The full report can be found here:

https://www.teachfirst.org.uk/sites/default/files/The_careers_of_Teach_First_Ambassadors_who_remain_in_teaching.pdf

Teachers being ready from day one

- Teach First participants spend significant time in school before the beginning of the school year, which puts them on an accelerated path. In the coming year, participants undertaking Teach First will have planned, taught and had feedback on 10 lessons before starting teaching in September. This is significantly more teaching practice than other trainees receive on other programmes. Much of this time in school will involve an academic from the University. This is a similar approach as deployed by the University of Glasgow's model in education (in turn based on medical training) where the academic is in school alongside the trainee and the teachers within school, which evidence suggests brings more rapid progress for trainee teachers.
- Last year, Teach First was inspected by Ofsted - they inspected each of the local areas (and their partnership with universities and schools). The quality of teacher training was **judged Outstanding by Ofsted across England in 41 of 48 categories (and good in the remaining)**.

Pathways after Teach First

- An independent study by Dr Rebecca Allen and Education Datalab showed that Teach First teachers are most likely to teach in, and stay teaching in, low income schools.
 - Four years after starting in teaching **82% of those Teach First trainees still in the profession, are in the schools serving the most deprived communities, compared to less than 50% of teachers from other routes.**
- Teach First believes to tackle such an entrenched problem as educational inequality, leaders are needed across schools but also across all of society who are committed to this issue and know what it's like to work in a challenging school.
 - 56% of all the teachers trained by Teach First since 2003 are currently teaching, with 68% working directly in education.
 - All Teach First teachers commit to teaching in a low income school whereas, in 2015, Ofsted found that just 15% of teachers in England would look for a future role at a school more challenging than their own.

Quotations from the Ofsted inspection report

“Participants get off to an exceptional start during the summer institute. It prepares them very well to meet the demands of a considerable teaching commitment which begins almost as soon as they step foot into school.” **Teach First London ITE Partnership**

“Participants are exceptionally well prepared to continue to improve as teachers in the early stages of their careers. They are trained to be more than just good classroom teachers.” **Teach First South West ITE Partnership**

“University subject and professional tutors and school-based staff work very effectively together to ensure that participants make rapid progress, are set appropriate, challenging targets and are assessed accurately throughout the programme. **Teach First West Midlands Partnership**