Teachers’ Experiences of Initial Teacher Preparation, Induction and Early Professional Development in England: Some key findings from the Becoming a Teacher (BaT) Project

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WORK IN PROGRESS. PLEASE DO NOT CITE WITHOUT AUTHORS’ PERMISSION.1

1. Introduction

This paper presents and discusses a number of the main findings from the Becoming a Teacher (BaT) research, a six-year (2003-2009) longitudinal study of beginner teachers’ experiences of initial teacher preparation (ITP), Induction and early professional development.2 The BaT project was funded by the Department for Children, Schools and Families (formerly the Department for Education and Skills), the General Teaching Council for England and the Training and Development Agency for Schools (formerly the Teacher Training Agency), and was carried out by a research team from the University of Nottingham, the University of Leeds and Ipsos MORI Social Research Institute.

In Section 2 below we provide a brief rationale and context for the study; in Section 3 we outline the research design of the project; and in Section 4 we present a number of specific yet central findings from the study. Finally, in Section 5 we offer some potential implications of the findings presented as well as acknowledging some of the limitations of the research.

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2 We use the term initial teacher preparation (ITP) to refer to what is variously described as ‘pre-service’ teacher training, initial teacher training (ITT) and initial teacher education (ITE). For further details see Hobson et al. (2008: 407, 428). A more detailed account of all Becoming a Teacher research findings can be found in Hobson et al. (2009a).
2. Context

During the 1990s and the early years of the 21st Century, a number of initiatives were introduced in England with the intention of: boosting recruitment to the teaching profession; achieving greater integration and coherence between ITP and teachers’ first and early years in the profession; facilitating teachers’ early professional development; and minimising the number of would-be and beginning teachers who withdraw from ITP or who leave the profession within a few years of qualifying. These initiatives included:

1. a diversification of routes into the teaching profession, including the introduction of employment-based, school-centred routes and ‘flexible’ pathways alongside more established HEI-administered programmes (Department for Education, 1993a; Department for Education and Employment, 1996; Teacher Training Agency, 1998, 2001);
2. an increase in the amount of time that all student teachers must spend in schools during ITP (Department for Education, 1992; Department for Education, 1993b);
3. the introduction of coherent, developmental Standards (formerly known as Competences) for student teachers and newly qualified teachers (NQTs) (e.g. Department for Education and Employment, 1998a; Department for Education and Employment, 1998b; Department for Education and Employment / Teacher Training Agency, 2002);
4. the introduction of a statutory Induction period, during which NQTs are to be supported through (for example) the allocation of a restricted teaching timetable and a school-based Induction tutor or mentor (Teaching and Higher Education Act, 1998; Department for Education and Skills, 2003); and
5. the introduction of the Career Entry Profile (CEP).

As a result of these changes, the landscape of initial teacher preparation, Induction and early professional development in England has changed considerably. For example, while the university-administered

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3 The terms ‘beginning teacher’ and ‘beginner teacher’ are used broadly in this paper to refer to those in the early stages of their teaching career, from ITP to the end of the fourth year of teaching (inclusive). The terms ‘trainee’ and ‘student teacher’ are used interchangeably, to refer to those following different kinds of ITP programme. The term ‘newly qualified teacher’ (NQT) is used to refer to those in their first year of teaching after successfully completing ITP, while ‘recently qualified teacher’ refers to those in their second, third or fourth years of teaching post-ITP.
4 A brief overview of the main routes to qualified teacher status in England is provided in the Appendix.
5 Some of these initiatives have been developed since the beginning of the Becoming a Teacher study: e.g. the Standards for Qualified Teacher Status (QTS), Induction and beyond (Training and Development Agency for Schools [TDA], 2008).
6 The CEP was designed to facilitate the identification of new teachers’ development needs at the end of ITP, needs which would (or should) be followed up during their first year in teaching and beyond. It was introduced in 1997, revised to take account of the new statutory Induction arrangements in 1999, and subsequently developed in 2003 as the Career Entry and Development Profile (CEDP). At the time of writing, it is undergoing further transformations.
Postgraduate Certificate in Education (PGCE) remains the most popular route into teaching, the nature of such programmes has altered (e.g. through the increase in the proportion of time spent in school relative to that spent in a higher education institution, and a more prescriptive curriculum imposed from the centre), and there has been a significant increase in the numbers of trainees following and graduating from non-traditional routes. The number of trainees following employment-based routes (predominantly the Graduate Teacher Programme) increased, for example, from 1,790 in 2000-2001 to over 7,000 in 2006-2007 (DfES, 2006; TDA, 2006). In addition, and related to this, the age range of those entering teaching has widened, and in 2006 it was reported that nearly a third of people entering ITP were over 30 years of age (TDA, 2006).

Against this background, the Becoming a Teacher research (2003-2009) was conceived as a means of examining beginner teachers’ experiences of ITP, Induction, early professional development, retention and career progression. A major aim of the study was to examine the extent to which beginner teachers’ experiences were subject to variation relating to the ITP route they had followed, about which very little research evidence was available (Chan & Lai, 2002; Boyd et al., 2006). However, acknowledging that learners view and interpret new information and experiences through their existing network of personal knowledge, experience and beliefs (Hollingsworth, 1989), and recognising the changing demographic profile of those entering the teaching profession (Smithers & Robinson, 2004), the design of the study also facilitated examination of the extent to which would-be and beginner teachers’ experiences may have been influenced by or might vary according to a range of other factors, including their original motives for seeking to become teachers, their preconceptions and expectations about ITP and teaching, their age, gender and ethnicity, and whether they were seeking to become or were becoming teachers in primary or secondary schools.

3. Research design

In order to investigate the aims set out above, the Becoming a Teacher research employed an ‘equal status mixed methods design’ (Tashakkori & Teddlie, 1998: 43-45) to track beginner teachers from a range of different ITP routes, throughout England, up to (for those who remained in teaching) the end of their fourth year as qualified teachers. Data were generated between 2003 and 2008.

The BaT research was not conducted within, nor did it seek to advance, any single theoretical framework. Nevertheless, the study had a phenomenological bent insofar as the primary concern was to investigate human experience (that of beginning teachers) from the perspective of the individual actor (Schutz, 1967; Bogdan & Taylor, 1975), while the research design was also informed by the social constructivist position.
(referred to above) that learning is part-shaped by learners’ prior experience, knowledge, beliefs, preconceptions and expectations (Fosnot, 1996; Richardson, 1997). In addition, different members of the research team have been influenced by a range of perspectives on professional learning, including socio-cultural theories (c.f. Rogoff, 1995; Wertsch, 1991; Tharp & Gallimore, 1988), cognitive skill psychology (cf. Dreyfus & Dreyfus, 1986; Erart, 1994; Tomlinson, 1995, 1998), and work conducted in the field of implicit learning and ‘intuitive practice’ (cf. Claxton, 1997; Atkinson & Claxton, 2000), all of which will have informed our respective contributions to instrument development, data generation and analysis. Finally, as a commissioned study, the research design was part-shaped, too, by the perspectives, expectations and needs of those individuals representing the sponsors and serving on the project steering group, which met approximately three times a year.

3.1 Data generation
There were six phases of data generation: the first two phases (‘Waves’ 1 and 2) took place at the beginning and end of the only (or final) year of ITP; the subsequent phases (Waves 3-6) primarily took place in the Summer term of each subsequent year (up to the end of the fourth year in teaching). As each phase of data generation occurred at different stages of the beginner teachers’ careers, each ‘wave’ had a different focus (e.g. experiences of Induction at the end of the first year of teaching). In addition there were some common questions across all waves of data generation (e.g. relating to participants’ future career plans or, in some cases, why participants were not presently teaching or looking for a teaching post). Research instruments were chiefly informed by: firstly, an ongoing review of the literature relating to beginner teachers’ experiences (Ashby et al., 2008); and secondly (from Wave 2 onwards), emergent findings from earlier phases of the BaT research.

The principal forms of data generation were:

1. an initial large-scale national self-complete questionnaire survey (Autumn 2003) followed by a yearly telephone survey (Summers 2004-2008);
2. in-depth, face-to-face interviews with a selected cohort of survey respondents; and

7 The empirical strand of the BaT study was accompanied by an on-going review of literature which was designed to refine our thinking about issues pertinent to the research, to inform the development of research instruments and methods of data analysis, and to establish the broader knowledge base within which findings from the empirical strand of the study might be situated. A comprehensive account of this review of literature has been presented elsewhere (Ashby et al., 2008).
8 The research instruments used in the BaT project are available at www.becoming-a-teacher.ac.uk.
(3) part-structured email exchanges (‘ejournals’) with those participants who took part in the face-to-face interviews.9

3.2 Sampling

The sampling strategy employed for the initial questionnaire survey was informed by two main concerns. Firstly, the research team sought to generate a representative sample of student teachers (in England) for (or within) each of the ITP routes being studied, namely university-administered Postgraduate Certificate in Education (PGCE), Flexible PGCE, Bachelor of Education (BEd), Bachelor of Arts/Science with Qualified Teacher Status (BA/BSc QTS), School-Centred Initial Teacher Training (SCITT), and Graduate and Registered Teacher Programmes (GTP and RTP, collectively GRTP). Secondly, it was hoped to ensure that a sufficient number of trainees was recruited from among those routes with the least training places, in order to enable viable statistical analysis by route up to the end of the project in 2009 (allowing for attrition over a five year period).

ITP providers nationally were thus stratified by route and a random sample of providers within each route was selected, with a small number of additional providers being purposively selected to boost the numbers of trainees from the smaller ITP routes. As a result of this strategy, 110 ITP providers were approached (in 2003) with the request that they allow their trainees to participate, if they wished to do so, in the initial (Wave 1) survey. Of these 110 providers, 74 agreed to do so, a response rate of 67 per cent. Where possible the self-completion questionnaire was administered face-to-face by a project fieldworker, though in some cases (notably in very small ITP providers) it was necessary for the survey to be administered postally.

The Wave 1 questionnaire was completed by 4,790 student teachers, all of whom were expecting to complete a one-, two-, three- or four-year ITP programme in Summer 2004. By the end of the project (Wave 6) 1,443 teachers remained in the telephone survey. A more detailed breakdown of participation in the six waves of the survey can be found in Table 1.

9 The ‘ejournals’, which were introduced after participants had completed their ITP, took place at half-termly intervals during the academic year.
Table 1: Survey participants and inter-wave response rates

<table>
<thead>
<tr>
<th>Wave</th>
<th>Number of participants taking part</th>
<th>% of those who took part in previous wave</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4790</td>
<td>--</td>
</tr>
<tr>
<td>2</td>
<td>3162</td>
<td>62</td>
</tr>
<tr>
<td>3</td>
<td>2446</td>
<td>77</td>
</tr>
<tr>
<td>4</td>
<td>1973</td>
<td>81</td>
</tr>
<tr>
<td>5</td>
<td>1638</td>
<td>83</td>
</tr>
<tr>
<td>6</td>
<td>1443</td>
<td>88</td>
</tr>
</tbody>
</table>

Table 2 below gives the national percentage, for the academic year 2003/2004 (the year of the Wave 1 survey) of student teachers who had followed the different ITP routes involved in the BaT research, plus the breakdown of our survey sample respondents by route across the six waves.

Table 2: Percentage of survey strand participants by ITP route, compared to the percentage following this route in England in 2003/2004

<table>
<thead>
<tr>
<th>ITP route followed</th>
<th>Per cent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Wave</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>University-administered Postgraduate Certificate in Education (PGCE)10</td>
<td>37</td>
</tr>
<tr>
<td>Flexible PGCE</td>
<td>4</td>
</tr>
<tr>
<td>Bachelor of Education (BEd)</td>
<td>9</td>
</tr>
<tr>
<td>Bachelor of Arts (BA) / Science (BSc) with Qualified Teacher Status (QTS)</td>
<td>29</td>
</tr>
<tr>
<td>Graduate and Registered Teacher Programme (GRTP)11</td>
<td>16</td>
</tr>
<tr>
<td>School-Centred Initial Teacher Training (SCITT)12</td>
<td>7</td>
</tr>
<tr>
<td>Total number of participants</td>
<td>4790</td>
</tr>
</tbody>
</table>

Percentages may not add up to 100 due to rounding.
† Data on the undergraduate routes (BEd and BA/BSc QTS) were not collected separately.
* Source: TDA.

Since (as stated above) the BaT sampling strategy aimed to over-represent trainees from the smaller ITP routes (an aim which was successfully achieved for all except the Flexible PGCE route, as shown in Table 2), it follows that the initial (Wave 1) sample may not have been representative of the national body of

10 Unless otherwise stated, references to ‘PGCE’ refer to the university-administered PGCE route.
11 The GRTP cohort included SCITT-based GRTP trainees / respondents.
12 The SCITT cohort excluded SCITT-based GRTP trainees / respondents.
student teachers in England who qualified in the academic year 2003/2004. Moreover, subsequent attrition from each wave of the annual survey makes it difficult to state the extent to which those who remained in the survey were representative of the national body of student, newly and recently qualified teachers. Nevertheless, comparison with national profile data (TDA Performance Profile data for 2003) suggest that (for HEI-administered undergraduate and postgraduate ITP programmes and for employment-based routes) the Wave 1 achieved sample was representative of all trainees by both gender and ethnicity.

Eighty-five student teachers who took part in the survey strand of the project were also recruited (at the start of the study) to participate in the annual face-to-face interviews and (later) in the ejournal exchanges. The research team aimed to recruit such participants from at least two different ITP providers for each route/phase being studied (e.g. a minimum of two providers for primary PGCE trainees, two providers for secondary PGCE trainees, etc.), and this aim was achieved with the exception of student teachers following (primary and secondary) Registered Teacher Programmes (RTP) and secondary BEd programmes where, in each case, it only proved possible to recruit participants from a single provider.

The 85 participants were recruited from a total of 19 ITP providers. Forty-eight of the 85 Wave 1 interviewees remained in the study until the completion of its fieldwork stage with the final (Wave 6) interviews. Table 3 gives a breakdown of the number of achieved interviews at each wave of the project, together with the response rate, based on those eligible for interview at each wave (notably those participants who remained in teaching or those who had left the profession but had not yet taken part in a final interview which focused on their reasons for doing so).

**Table 3: Response rates and number of achieved case study interviews, Waves 1-6**

<table>
<thead>
<tr>
<th>Wave</th>
<th>No. of participants eligible for interview</th>
<th>No. of achieved interviews</th>
<th>Per cent response rate*</th>
<th>Participants known to have left the profession</th>
<th>No. of (additional) participants lost to the study**</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>85</td>
<td>85</td>
<td>100</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>85</td>
<td>79</td>
<td>93</td>
<td>1</td>
<td>5#</td>
</tr>
<tr>
<td>3</td>
<td>84</td>
<td>73</td>
<td>87</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>72</td>
<td>64</td>
<td>89</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>5</td>
<td>58</td>
<td>56</td>
<td>97</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>51</td>
<td>48</td>
<td>94</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>18</td>
<td>24</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Based on those eligible for interview.
** As we were unable to contact these participants we do not know whether they left the profession as well as leaving the study.
# These five case study participants were not interviewed at Wave 2 but returned to the study the following year (Wave 3).
From Wave 3 of the study (the beginning of participants’ first year in post), those participating in the face-to-face interviews were also invited to complete ejournals, approximately on a half-termly basis. These involved members of the research team sending an email to each case study participant prompting them to recount their experiences during the previous half-term; though participants were also encouraged to email their contact BaT researcher at any time. In total, 62 participants provided ejournal data at least once during the lifetime of the project. Table 4 provides the breakdown of the number of participants returning ejournal data across Waves 3-6, by each time period in which the invitations were sent.\(^{13}\)

Table 4: Ejournal responses at each time period, Waves 3-6

<table>
<thead>
<tr>
<th>Half-term sent*</th>
<th>Number of ejournal responses at each wave</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Autumn half-term</td>
<td>23</td>
</tr>
<tr>
<td>End of Autumn term</td>
<td>24</td>
</tr>
<tr>
<td>Spring half-term</td>
<td>24</td>
</tr>
<tr>
<td>End of Spring term</td>
<td>19</td>
</tr>
<tr>
<td>End of Summer term</td>
<td>12</td>
</tr>
<tr>
<td>Total number of respondents participating</td>
<td>46</td>
</tr>
</tbody>
</table>

* Invitations to complete ejournals were normally sent the week before half-term and end of term breaks during each academic year, except for the Summer half-term, when case study participants were contacted by telephone instead to arrange their end of year face-to-face interview.

3.3 Data analysis

The findings reported in this paper emerged from three main stages of data analysis which were replicated at the end of each wave of data generation. In *Stage One*, all face-to-face interviews were transcribed and, along with the ejournal data (from Wave 3), were subjected to an inductive analysis in which different members of the research team, at first individually and then as a team, read and discussed a sample of the transcripts in order to identify themes which they considered central to beginner teachers’ experiences. At the same time, and in a separate process, ‘top-line’ or aggregated data from the survey were examined.

*Stage Two* analyses were informed by: (a) the emergent findings from Stage One analyses for that wave (hence the second stage analyses of survey data were informed by the preliminary analyses of interview data, and vice versa); (b) (from Wave 2 onwards) findings identified from previous waves of the research; and (c) issues arising from our corresponding review of the literature (Ashby *et al*., 2008). The Stage Two process involved: on the one hand, a thematic analysis of in-depth interview data, coded using NVivo software; and on the other, the use of a range of techniques for analysing the survey data, including

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\(^{13}\) In addition to the methods of data generation discussed in this section, the BaT research also generated interview data from ITP and Induction tutors of those participating in the ‘qualitative’ strand of the study but findings from the analyses of these data are not reported in this paper. Further information is available in Hobson *et al*. (2009a).
Becoming a Teacher Project: Key Findings

Pearson’s chi-square to test for significant differences between different sets of responses (using a probability value of less than or equal to 0.05 to indicate statistical significance), and logistic regression analysis to identify which of a range of potential ‘explanatory variables’ (such as ITP route, age, gender) best predicted respondents’ answers to questions about different aspects of their experience (Plewis, 1997; Kinnear & Gray, 2004).

Stage 3 of the analysis process involved what we have termed a ‘within-project interpretive meta-analysis’ or ‘integrative analysis’ (Hobson et al., 2008). This involved different members of the research team examining, at first independently and subsequently as a team, findings derived from the first two stages of the analysis process, and the associated data-cuts, to see whether they could identify any general themes which might provide a more holistic understanding of the lived experiences of beginner teachers. At the end of the project, this integrative analysis process was undertaken using findings derived from Stage 1-2 analyses for all waves (1-6).

The findings presented in this paper draw on the outcomes of all three stages of the analysis process and focus on a particular theme which could be considered to be the most prominent in the data across the duration of the research.

4. Findings

In what follows we present findings in three sections. First, in Section 4.1 we outline beginner teachers’ overall enjoyment of teaching and emphasise that the process of becoming a teacher was, for many, a highly demanding and emotionally charged experience punctuated, as one beginner teacher put it, by ‘peaks and troughs throughout’. In Section 4.2 we go on to identify the usual suspects associated with these ‘peaks and troughs’ and with beginner teachers’ enjoyment of teaching. Then, in Section 4.3, we briefly examine whether – and how – beginner teachers’ reported enjoyment of teaching was differentiated by the ITP route they had followed and by other considerations.

4.1 Triumph and disaster

One of the strongest findings to emerge from the analyses of the Wave 1-2 face-to-face interview data was that, for many, the process of becoming and being a student teacher had a strong affective dimension, with a whole range of positive, negative and mixed emotions being expressed by trainees reflecting on their experiences (Malderez et al., 2007; Hobson et al., 2008). This finding, which supported those of other studies of the learning, work and lives of teachers (Arnold, 1999; Hayes 2003; Day, 2004), prompted the research team to include on the annual survey, each year from the end of beginner teachers’
first to the end of their fourth year in post, a specific question which asked about the extent to which respondents enjoyed working as a teacher.

In general, the responses to these questions were largely positive. For example, across the four year period, between 92 and 95 per cent of respondents ‘strongly agreed’ or ‘tended to agree’ that they enjoyed teaching, as Table 5 shows. Nevertheless, each year a not insignificant minority of respondents (between 5 and 8 per cent) did not give either of these response options, and at both the start and end of the period four per cent of teacher respondents indicated that they did not enjoy their work. In addition, and other things being equal, one might have expected the reported level of enjoyment of teaching to increase over the period, since (as we will see below) those beginner teachers who report lower levels of enjoyment of teaching are statistically more likely to leave the profession. In fact, even amongst those who remained in teaching (and thus in the survey), the percentage of respondents indicating that they ‘strongly agreed’ that they enjoyed teaching decreased from 74 per cent to 67 per cent between the end of their first and the end of their fourth years in post.

Table 5: ‘I enjoy working as a teacher’

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Tend to agree</th>
<th>Neither agree nor disagree</th>
<th>Tend to disagree</th>
<th>Strongly disagree</th>
<th>Number of cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wave 3</td>
<td>74</td>
<td>19</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2357</td>
</tr>
<tr>
<td>Wave 4</td>
<td>70</td>
<td>24</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>1943</td>
</tr>
<tr>
<td>Wave 5</td>
<td>70</td>
<td>25</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1618</td>
</tr>
<tr>
<td>Wave 6</td>
<td>67</td>
<td>25</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>1413</td>
</tr>
</tbody>
</table>

Includes all who were working as a teacher or who had worked as a teacher at some point during the academic year. Percentages may not add up to 100 due to rounding.

Furthermore, the in-depth interview and ejournal data provide a more nuanced and mixed account of beginner teachers’ experiences and enjoyment of their work. For example, when asked at the end of their first year in teaching ‘How do you think the year has gone overall?’, 39 participants were judged to have given generally positive responses, while 14 gave predominantly negative accounts, and these data suggest that this group of beginner teachers had indeed experienced both high points (or peaks) and low points (troughs) during the course of the year, and sometimes during the course of a single school day. More generally, a consistent theme which emerged from the analyses of the interview and ejournal data was that, whether beginner teachers were setting out on the process of navigating their initial teacher preparation programme and early experiences in schools, whether as fully qualified teachers they were becoming relatively established members of their school’s middle management teams, or whether they were somewhere in between these two points, the experience of becoming and being a teacher was
invariably an intensely demanding and challenging one, which on any given day could be a source of great reward, satisfaction and enjoyment on the one hand, and/or a source of frustration and unhappiness on the other. The following quotation from a third year teacher illustrates the point (whilst also giving some early indicators of the causes of the highs and lows experienced by some beginner teachers:

*I had a fab[ulous] lesson with my Y[ear] 10 PSHE class last week which I came out of buzzing. There should be more of that but the N[ational] C[urriculum] and overbearing management can prevent it... Things with my boss are bad and depressing and frustrating but teaching itself seems fine, [I have a] good rapport with kids, [achieve] good results ... and I enjoy most days. (Male, 44-48, GTP, secondary, ICT, ejournal, February, Wave 5)

The remainder of this paper examines the apparent causes of beginner teachers’ enjoyment and non-enjoyment of teaching in general, and the factors associated with the peaks and troughs they experienced. This analysis is based on our belief that, for a variety of reasons, enjoyment of one’s work (and of teaching in particular) matters, and there is some evidence in the Becoming a Teacher data to support such a contention. For example, and firstly, teachers who enjoy teaching tend to be more highly motivated, more likely to perceive themselves to be effective in the classroom, and more likely to seek career advancement within the profession. With regard to the career aspirations of teachers in their third year of teaching, for instance, survey respondents who ‘strongly agreed’ that they enjoyed teaching were more likely to aspire to middle management (65 per cent) than those who did not ‘strongly agree’ that they enjoyed teaching (51 per cent). Secondly, those beginning teachers who did not enjoy teaching were less likely to complete their ITP or more likely to leave the profession after completion of their ITP. For example:

(1) 23 per cent of those first year teachers who did not ‘strongly agree’ that they enjoyed working as a teacher had left teaching by the end of the fourth year after completion of ITP, compared with just six per cent of those who did agree with this statement (chi-square=94.92, df=1, p<0.001); and

(2) 99 per cent of fourth year respondents who ‘strongly agreed’ that they enjoyed teaching stated that they expected to still be in teaching in a year’s time, compared to 88 per cent of those who did not ‘strongly agree’ that they enjoyed teaching (chi square= 62.99, df=2, p=0.003).

As one case study participant put it: ... ‘If you don’t enjoy it [teaching] then you shouldn’t be doing it’; and many beginning teachers appeared to agree by voting (or planning to vote) with their feet. So what is
it that beginning teachers enjoy or don’t enjoy about teaching, or what is it that triggers the peaks and the troughs?

4.2 Factors associated with beginner teacher’s enjoyment (or otherwise) of their work

Analyses of in-depth interview and ejournal data suggest that the ‘highs’ of teaching, and the reasons the beginner teachers in our study reported that they enjoyed teaching, were associated with six main factors, some of which were closely related. These are listed below, together with illustrative quotations from the interviews and ejournals.

(1) Forging good relationships with pupils

_The things I like most about this job are firstly the relationships with the children which is incredibly fulfilling..._ (Female, GTP, 45-49, primary, Wave 6)

_I did enjoy it actually... I mean the kids, although they had their problems, and there were some really problem children there, it was actually enjoyable. The children in the class were really nice and very sociable and friendly..._ (Female, 36-40, GTP, secondary, history, Wave 2)

_Highs - sitting and giggling with a member of my tutor group (Year 8) trying to play the keyboard. She has a reading age of about 8 and really struggles but we had a great 5 minutes!_ (Female, 23-27, SCITT, secondary, arts, October ejournal, Wave 4)

(2) Witnessing pupil learning and perceiving that their work had helped bring this about

_I have one little boy whose behaviour has completely changed. I have worked very hard with him. When he came in he couldn’t sit still for 30 seconds and he made a noise all the time and it was very disruptive and he has changed beyond all recognition... It’s incredibly satisfying._ (Female, 42-46, GTP, primary, Wave 3)

_[W]hen something clicks... and [the pupils] realise that all [the] work and effort they’ve put in throughout the lesson culminates in something worthwhile and relevant to them... you kind of think ‘wow breakthrough’, definitely._ (Male, 21-25, SCITT, secondary, drama, Wave 2)
Because I love seeing the kids' faces when they ‘get’ something and I really enjoying just working with the children and teaching them things. It is ridiculous isn’t it? It is almost like a vocation. I couldn’t imagine myself doing anything else. (Female, 24-28, SCITT, primary, Wave 5)

(3) Having good relationships with and support from their mentors, tutors, line managers and other colleagues

[My] Induction tutor [is] a very helpful, supportive teacher... I feel very able to go to her with any problems or queries and she will sort them out for me. She is very interested in my personal as well as professional development, seeing me as a whole person rather than just a NQT to be ‘got through’ their Induction year. (Female, 22-26, SCITT, primary, October ejournal, Wave 3)

The head teacher is very friendly, you can have a real good laugh with him, he’s not one of those head teachers that’s locked away in his room all day, he comes down on a daily basis and visits all the classrooms and just checks and says, ‘are you all right today?’ and just has a quick chat. (Female, 28-32, Flexible PGCE, primary, Wave 4)

The support is just brilliant so we do all our planning together, all our assessment together so it’s really, really supportive, really good. (Female, 28-32, BEd, primary, Wave 4)

(4) Their perceptions of their development and effectiveness – and increased confidence – as teachers

I think professionally, yes, I have become a teacher... I went from somebody who thought I would love to be a teacher and now I am a teacher and I have kind of made that, it has taken me three years to take this giant leap to get from one to the other. (Male, 36-40, BEd, primary, Wave 2)

I got an adjusted residual of 7.3 which means that on average people taught by me got more than a grade better than if they were taught by someone else. These were amongst the very best results in the school and better than my boss... [T]o get such exceptional results was a real tonic ... it’s the first real evidence I have that a lot of my ideas about how to teach are right. (Male, 44-48, GTP, secondary, ICT, October ejournal, Wave 5)

(5) Feeling that they have more (or a sufficient degree of) autonomy
I think the big difference [between being a student teacher and an NQT] is that you begin to accept that this is your classroom and what you say goes so to speak... You get your own little systems organised... And I think you feel so much more on a par with the other teachers around you than you did when you were training... I think from your own point of view you feel you have taken a step up and now you are actually doing the job rather than having somebody allowing you to teach a lesson to their class. (Female, 42-46, PGCE, secondary, history, Wave 3)

I suppose not being under the NQT package gives you a little bit more responsibility. People aren't looking over you so much, you feel like you've got a bit more freedom to do as you would want to do rather than having to satisfy all these bits and pieces. (Female, 23-27, SCITT, secondary, arts, Wave 4)

(6) Gaining the trust, recognition and appreciation of significant others

I got compliments from other members of staff the next day about how supportive I’d been on the [school] trip and that I’d done a good job of looking after the kids and making sure they were doing the right thing, making my presence apparent as well. (Male, 44-48, GTP, secondary, ICT, Wave 5)

[There is nothing better than when you leave for the day and they say ‘Oh, you are teaching us tomorrow?’ and you say ‘No’ and they go ‘Ah! Listen, you are the best teacher in the world’. It’s just such a buzz. It really is. (Female, 27-31, Flexible PGCE, primary, Wave 3)

Knowing you’ve actually made a difference to students. Our sixth formers, we went out for a meal and at the end of the night one of my sixth formers said, ‘I wouldn’t have gone to university if it weren’t for you’. (Female, 25-29, SCITT, secondary, D&T, Wave 6)

[One of] the highs is definitely getting the Head of Year [position]. I was really pleased in that senior management obviously thought I could handle it even though I’d only been teaching for two years. (Female, 24-28, BA QTS, secondary, geography, Wave 5)

Having considered the factors associated with the highs experienced by beginner teachers, we turn to the causes of the lows. Our analyses of data generated from the in-depth interviews and ejournals found that, across the five-six year period of the study, four common factors were at play, with the first three in particular providing frequent sources of frustration and unhappiness for many teachers.
(1) Problems with pupil behaviour or indiscipline

[The placement I’m in] it’s just got incredibly poor discipline and behaviour problems... people kind of think ‘oh you know, they’re only students what can they do?’ But if it’s different students all the time giving you lip... it wears you down emotionally... There are days when I just come home thinking ‘blooming heck’, you know, almost in tears, going ‘I can’t do this’ (Male, 21-25, SCITT, secondary, drama, Wave 2)

...[T]hings seem to go along quite well and then all of a sudden a class really acts badly and my confidence gets knocked back again. I guess it happens to most teachers but it still affects me. (Female, 48 or over, BA QTS, secondary, ICT, February ejournal, Wave 4)

[I teach the] Year 11 group from hell – on two occasions I have felt close to tears with this group and nearly walked out of the school. They are experts in humiliation. Six notorious ‘waste of space’ kids – though I know we are not supposed to say that about any of our students. [They] refuse to co-operate. ‘Stop talking’, ‘listen’, ‘stay on task’. If I tell one to go out of the room and he refuses to go, I cannot do anything! (Female, 47 or over, SCITT, secondary, March ejournal, Wave 3)

(2) Their workload and work-life balance:

[T]here is so much to do... it just isn’t doable, and it gets really demoralising. (Male, 41-45, PGCE, secondary, maths, Wave 2)

Lows – having to learn and cope with all the administrative overload and the long hours. I have been working an average 70 hours a week. (Male, 47 or over, Flexible PGCE, secondary, physics, October ejournal, Wave 3)

I think that the education system kind of sucks the life out of people, that’s my feeling about it, I think its very difficult to get a work-life balance, just because of the nature of the job and I don’t actually think that the government recognises quite how awful that is and in fact being a teacher is a great job, being in a classroom with people who want to learn and who are interested is fantastic,
but it’s all of the other stuff that takes up your time. (Female, 40-44, GTP, secondary, history, Wave 6)

(3) Poor relations with and a perceived lack of support from mentors, line managers and other colleagues;

The teacher used to come in at about half past eight and leave at half past three, so I didn’t really get much support from her at all... I think it was two weeks into my placement and I thought I really can’t do this because obviously I wasn’t getting the support and I was in floods of tears. (Female, 26-30, Flexible PGCE, primary, Wave 2)

An experienced teacher, who has been at the school for many years... has repeatedly found fault with what I am doing and how I am doing it... The head and other teachers are aware of this and the situation is, hopefully, being dealt with. The real low point was two weeks ago when not a day went past without a curt, snappy comment. (Female, 22-26, SCITT, primary, October ejournal, Wave 3)

This last term was probably one of the low points of my professional life. I had a lot of problems with my Head of Department and this has had an adverse effect on my working and private life. I was unhappy with the way she was talking to me (as if I were a troublesome, naughty pupil) and told her so. She responded to this by teaming up with the second in the dept. in an ‘informal’ meeting with myself and between the 2 of them told me for 45 minutes about all the things I was supposedly doing badly and about how senior members of staff were unhappy with me. As you might imagine, this had a very demoralising effect on me. (Male, ... secondary, January ejournal, Wave 5) 14

(4) Relations with pupils’ parents/carers

I got a roasting from a few Year 8 parents - some complained I go too fast and maybe I have a ‘personality’ conflict with some of the children in the class. Some complained I go too slow and that I do not control the class enough! Most others that I asked said it was fine. (Female, 47 or over, SCITT, secondary ... March ejournal, Wave 3)

14 Some of the potentially identifying characteristics of this participant (and some other participants quoted) are not included in an effort to protect their anonymity.
I don’t need parents telling me how to educate their kids, we don’t as a school need parents to tell us how to educate their kids. If we put their kids into a group and a parent comes and moans about it, I just say, ‘well what do you expect us to do, we teach them in a way that’s most appropriate’. I think some parents like to bully teachers. (Male, 38-42, BEd, primary, Wave 4)

Survey analyses

In an effort to identify whether the factors listed above and/or others were associated with the reported enjoyment of teaching of the larger, Becoming a Teacher survey sample, binary logistic regression analysis was carried out using the (Wave 4 and Wave 6) survey responses of second and fourth year teachers. Regarding participants in their second year of teaching, it was found that:

- those who reported more positive relationships with pupils, head teachers and other staff were (between a third and two times) more likely than those who did not rate these relationships as positively to report that they ‘strongly enjoyed’ teaching; while
- respondents who stated that they felt ‘very well supported’ in their job were approximately 50 per cent more likely than those who did not feel as well supported, to report that they were ‘strongly enjoying’ teaching.15

Regarding teachers completing their fourth year in post, where a larger number of variables were included in the regression model, the most significant predictors of positive ratings of their enjoyment of teaching were, in descending order of effect size:

- positive ratings of their perceived effectiveness – those teachers who rated themselves as more effective as teachers were over two and a half times more likely than those who rated themselves less effective to ‘strongly agree’ that they enjoyed teaching;
- positive pupil relationships – those fourth year teachers who rated their relationships with pupils more highly were over two times more likely than those who rated these relationships less highly to ‘strongly agree’ that they enjoyed teaching;
- positive ratings of support received – those who rated the support they received more highly were 68 per cent more likely than those who rated the support less highly to ‘strongly agree’ that they enjoyed teaching;

15 Further details of this analysis can be found in Tracey et al. (2008), Chapter 5 (Section 5.4) and Appendix B. The statistical model was judged to be satisfactory, having appropriate goodness-of-fit statistics and accounting for approximately 17 per cent of the variation in the outcome variable.
Becoming a Teacher Project: Key Findings

- **having acted as a mentor** – those teachers who reported having acted as mentors to students or NQTs were 62 per cent more likely than those who had not done so to ‘strongly agree’ that they enjoyed teaching;

- **positive head teacher relationships** – those who rated their relationship with their head teacher more highly were 28 per cent more likely than those who rated this relationship less highly to ‘strongly agree’ that they enjoyed teaching; and

- **number of additional hours worked** – every additional hour worked (outside of teachers’ timetables) made it two per cent less likely that a fourth year teacher would ‘strongly agree’ that they enjoyed teaching.

In general, the survey findings support those from the analyses of the interview and ejournal data, particularly regarding the importance of having good relationships with pupils and colleagues, and feeling supported, and the potentially negative effects of teacher workload. That said, the survey analyses perhaps emphasise even more strongly than those of the interview and ejournal data the importance, to beginner teachers’ enjoyment, of their perceptions of their effectiveness as teachers; while the relationship between fourth year teachers’ enjoyment of teaching and whether or not they had acted as mentors is particularly striking. While regarding this latter finding the direction of any causal links is difficult to detect, and it is likely that those fourth year teachers who were mentors were asked to take on this role because of others’ perceptions of their effectiveness and/or their enthusiasm (which may be linked to enjoyment), it is also likely that they derived subsequent benefits both from being asked to act and from actually acting as mentors, relating (for example) to the recognition and trust afforded by senior colleagues, to their

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16 In each of the first four years of teaching, respondents were asked how many hours per week they usually worked in addition to their normal timetabled school week. In their first year of teaching, 49 per cent of respondents stated that in a standard working week they worked 16 hours or more in addition to the timetabled school day, though longitudinal analysis showed that there was a statistically significant decline in the reported number of additional hours worked between teachers’ first and fourth year in post. Further details of these analyses can be found in Hobson et al. (2009a, Chapters 5 and 8).

17 The statistical model appears to be a good one, having appropriate goodness-of-fit statistics and accounting for approximately 28 per cent of the variation in the outcome variable. Variables that were included in the model but were found not to play a significant role were teachers’ age, their gender, their ethnicity, the ITP route respondents had followed, whether they were teaching full-time or part-time, whether or not they had a mentor between Waves 4 and 6, their ratings of their relationships with other teachers, whether or not they had been involved in team-teaching, whether or not they received any additional training or professional development, whether or not they were working in a school ‘high in the league tables’, whether or not they were working in a school ‘in difficulties’, whether or not the school in which they were working was an academy, and whether or not the school was classified as being of ‘high socio-economic disadvantage’. Further details of this analysis can be found in Hobson et al. (2009a, Chapter 7, Section 7.3) and Homer et al. (2009, Chapter 4 and Appendix III).

18 Interestingly, fourth year teachers who reported that they had acted as mentors to student teachers or NQTs were also more likely than those who had not done so to rate themselves as ‘very effective’ teachers.
participation in mentor training (where they received this), and to an additional impetus mentoring may have provided to critical reflection on their own practice.

4.3 Variation in beginner teachers’ enjoyment of teaching

Analyses of the BaT survey data show that beginner teachers’ reported enjoyment of teaching was differentiated, at certain points in time, by a number of factors, including the ITP route they had followed, their prior concerns about teaching, whether they were becoming primary or secondary school teachers, their ethnicity and their age. We briefly consider each factor in turn.

**ITP route**

In the Wave 3 and 4 surveys, relating to beginner teachers’ experiences of their first and second years’ in post, respondents’ ratings of their enjoyment of teaching were statistically differentiated by the ITP route followed, with those who had trained via the Flexible PGCE route least likely to ‘strongly agree’ that they enjoyed working as a teacher. For example:

- a relatively low 62 per cent of primary phase NQTs who had followed the Flexible PGCE ‘strongly agreed’ that they enjoyed teaching, compared, for example, with 82 per cent of primary BEd NQTs; and
- second year (primary and secondary phase) teachers who had trained via the Flexible PGCE route were about half as likely to report ‘strongly enjoying’ teaching as those who had followed university-based PGCE programmes.19

These findings may relate to – or be partially explained by – other ways in which beginner teachers’ experiences were statistically differentiated by the ITP pathway they had followed. For example:

- during their ITP, both primary and secondary trainees who had followed Flexible PGCE programmes were less likely than those who had followed all other routes to rate (in the Wave 2 survey) the support they received as ‘very good’; while
- in their first year in post, those primary phase NQTs who had followed Flexible PGCE programmes were less likely than those who had followed other ITP routes to give high ratings of their relationship with pupils.20

However, analyses of the Wave 5 and 6 survey data, relating to teachers’ third and fourth years in post, show that respondents’ reported enjoyment of their work (like most other aspects of their experience) was

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19 Further details of this analysis can be found in Tracey et al. (2008), Chapter 5 (Section 5.4) and Appendix B.
20 Further details can be found in Hobson et al. (2007), Section 4.4.3.
Becoming a Teacher Project: Key Findings

no longer statistically differentiated by the ITP route they had followed. In general, ITP route differences narrowed over time and appeared to be ‘washed out’ (Zeichner & Tabachnick, 1981) by teachers’ subsequent experiences of teaching.

**Beginner teachers’ preconceptions and prior concerns about teaching**

A similar pattern to those outlined above for ITP route was also observed when beginner teachers’ reported enjoyment of teaching was examined for potential variation relating to their preconceptions or prior concerns about teaching. For example,

- those NQTs who (in the Wave 1 survey) had expressed concerns about their future enjoyment of teaching and ITP were statistically more likely than those who had not done so to give lower ratings of their enjoyment of teaching at the end of their first year.

Yet as with ITP route, despite their apparent early significance in relation to beginner teachers’ enjoyment of their work (and other aspects of their experience), the effects of respondents’ preconceptions and prior concerns were also largely ‘washed out’ with subsequent experience. With regard to participants’ reported enjoyment of their teaching, however, three variables were found to account for significant systematic variation across the entire period in which this question was asked (Waves 3-6). These are the educational phase in which teachers were employed, beginner teachers’ ethnicity and their age.

**Phase, ethnicity and age**

Analyses shows that between their first and fourth years in post:

- those respondents teaching in primary schools consistently rated their enjoyment of teaching more highly than their secondary colleagues;

- black and ethnic minority (BME) teachers consistently rated their enjoyment of teaching less highly than their (white) majority ethnic group colleagues; and

- older respondents consistently rated their enjoyment of teaching less highly than younger colleagues.21

These findings were probably explained, to at least some extent, by other statistically significant findings relating to these variables and some of the usual suspects associated with beginner teachers’ enjoyment of their work. For example:

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21 Further details of these findings, and those presented below, can be found in Hobson *et al.* (2009a), Chapter 8.
• beginner teachers working in primary schools consistently rated their *relationships with both their pupils and colleagues* more highly than those working in secondary schools;
• teachers from the black and minority ethnic group consistently rated their *relationships with their colleagues* in school less highly than did teachers from the (white) majority ethnic group; and consistently (and increasingly) gave lower ratings of the *support* they received than their (white) majority ethnic group colleagues;
• older teachers consistently rated the *relationships* they formed with both pupils and colleagues, and the *support* they received, less highly than younger teachers.

5. Conclusion
The findings presented in this paper should (as always) be treated with some degree of caution since, like all research, the *Becoming a Teacher* research inevitably has a number of limitations. Given that the research design of the study was based predominantly on beginner teachers’ *accounts* of their experiences, for instance, there may have been reasons why some participants were not completely open or honest in their survey, interview and/or email responses, relating perhaps to the concept of social desirability, which suggests that research participants have a tendency, in their interactions with researchers, to seek to present themselves in a favourable light (Fisher, 1993; Dingwall, 1997).

In addition, there are a number of reasons to be wary of generalising the *BaT* findings to the wider population. First, as indicated in Section 3, the survey sample (though large) was not completely random, with ITP routes recruiting small numbers of student teachers purposefully over-sampled to facilitate viable statistical analysis by ITP route in the final wave of the study. Secondly, whilst for the questionnaire survey we sought to include all student teachers following the ITP route sampled in the chosen providers, not all trainees will have been present on the days on which the questionnaire was administered, and some of those who were present may have chosen not to complete it, which may be sources of further bias. Thirdly, we cannot state with any certainty how typical (of the broader survey sample or of student teachers nationally) the experiences and accounts of the in-depth interviewees and ejournal participants were, given, for example, that the case study sample was partly self-selecting.

Nevertheless, in spite of these (and other) limitations, we feel that the *Becoming a Teacher* research provides unique insights into the lived experiences of a large number of people who sought to become (and became) teachers via a range of different pathways into the profession in England and that, to the extent that the findings are credible and typical of the experiences of at least some beginner teachers, they have the potential to help teacher educators and policy-makers improve the experiences of future cohorts.
of student-, newly- and recently qualified teachers, with consequent potential benefits for schools, the educational system and society at large.

Some implications of the findings presented in this paper for teacher educators working in initial teacher preparation might include:

- the need to prepare student and beginning teachers as fully and thoroughly as possible to be able to deal effectively with pupil behaviour and to manage a heavy teacher workload;
- the need to be prepared, willing and able to help trainees deal with the emotional aspects of becoming and being a teacher, taking careful account of beginner teachers’ emotional states and welfare (Eraut, 2004; McNally, 2006).

Potential implications for school-based mentors and other supporters of newly and recently qualified teachers beginning teachers are that these should:

- (also) seek to ensure that they take sufficient account of beginner teachers’ emotional states and welfare;
- provide beginner teachers with appropriate levels of autonomy and trust;
- help beginner teachers notice the positive impact of their work on particular children;
- support beginner teachers’ development of strategies for managing their workloads and pupil behaviour; and
- support beginning teachers’ increasing integration into and participation in the school and wider professional communities.

Potential implications for head teachers and others who facilitate beginner teachers’ access to formal opportunities for CPD include:

- the desirability of having clear and effective school procedures to support beginner teachers in dealing with problematic pupil behaviour;
- considering making those third and fourth year teachers who are regarded as having the requisite skills and qualities (Rippon & Martin, 2006; Hobson et al., 2009b) mentors to student and newly qualified teachers.

With regard to those findings relating to variation in beginner teachers’ experiences according to their ethnicity, one might argue that teacher educators, head teachers, mentors and others should seek to redouble their efforts to be sensitive and responsive to the needs and perceptions of applicants to ITP, trainees and beginning teachers from BME groups. Indeed, Basit et al. (2006) argue strongly for the need
to train ‘ITT tutors and school mentors to increase their knowledge and sensitivity to issues of race’ (p.407), and we believe that attention to the specific support needs of new non-majority group entrants to the profession should be continued into the early phases of their careers. This might be addressed by the provision of selected, same ethnic group mentors, and/or regular ‘support groups’, whether actual or virtual.

With regard to those findings presented above relating to variation in beginner teachers’ experiences according to their age, it would seem prudent to seek to ensure that teacher educators associated with ITP programmes which accept more mature trainees are fully equipped to work with them, and that programmes of CPD for (for example) mentors and Induction tutors address this issue and facilitate subsequent attempts to uncover and be responsive to the needs of older entrants. In addition, as for BME colleagues, it might be supportive of such new colleagues if mentors were selected for them who had also joined the profession after a previous career, and/or if virtual or face-to-face ‘support groups’ for career-changer entrants were established or encouraged.

Finally, while some of the above suggestions are made with a mind to improving beginner teachers’ experiences and enjoyment of their work, and to maximize the peaks and minimize the troughs, we (and the Becoming a Teacher data) suggest that the nature of school-teaching is such that experiencing both highs and lows, sometimes even during the course of a single working day, is to a large extent part and parcel of the job. Becoming and being a teacher is inevitably both pleasure and pain, triumph and disaster. That – for some – is part of its appeal.

References


BECOMING A TEACHER PROJECT: KEY FINDINGS


Appendix: An outline of the main ITP routes

- **Post-graduate Higher Education Institution (HEI)-administered programmes (PGCE; Flexible PGCE)**
  
  These routes include both a HEI input and a period of training in schools. Those successfully completing the courses achieve an academic qualification (a Post-graduate Certificate in Education [PGCE]), in addition to Qualified Teacher Status (QTS). Programmes typically last for one academic year (full-time), or five or more academic terms (Flexible route), and applicants must hold a relevant first degree (or equivalent).

- **Undergraduate HEI-administered programmes (BA/BSc QTS; BEd)**
  
  BEd and BA / BSc QTS courses allow trainees to achieve both a Bachelors’ degree – either in education or in a specific curriculum subject, and QTS. There are variations in the length of time required to complete BA/BSc QTS and BEd programmes. Traditionally these programmes last for three and four years respectively, though the length of programmes is becoming more variable, with institutions offering two-, three- and four year programmes. Shorter two-year programmes appear to have been designed for entrants with professional qualifications equivalent to degree level study.

- **School-centred Initial Teacher Training programmes (SCITT)**
  
  In SCITT programmes single schools or consortia of schools are responsible for the programme of initial teacher training. Depending on the specific programme provided, trainees may achieve solely QTS, or may also have the opportunity to gain an academic qualification, namely a PGCE. Programmes typically last for one academic year.

- **Employment-based programmes: Graduate Teacher Programme (GTP) and Registered Teacher Programme (RTP)**
  
  In the GTP trainees take-up a salaried teaching post and (if successful) achieve QTS whilst in-post. Generally, employment-based routes offer QTS only, and typically last for one academic year. As with other postgraduate programmes, applicants to GTP programmes must hold a first degree in a relevant subject. By contrast, the RTP is open to those who do not yet hold a degree but have qualifications equivalent to the first two years of Bachelor’s degree study. Typically, the RTP is a two-year programme during which trainees will be employed in a teaching post, whilst also completing a further year of degree-level study on a part-time basis.

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