

NQTS' READINESS TO SUPPORT PUPILS WITH SPLD



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CONTEXT

- **NQT Surveys:**
 - Satisfied with the Initial Teacher Training (ITT) they received
 - Identifying new teachers feeling less prepared to cater for children with SEN-D in the classroom.
- **The Carter Review (DfE 2015, para XXVII):**
 - Organisations concerns about the adequacy of ITT in preparing new teachers to address SEND
 - Challenges to address SEND within the one year ITT programmes
 - Variability across the system in what is covered in SEN-D.

DfE (2015) Carter, A. *Carter Review of initial teacher training*. Available at <https://www.gov.uk/government/publications/carter-review-of-initial-teacher-training>

Trainee perception of preparation to work with pupils with SEN

	Primary Good or very good	Secondary Good or very good
2008	47%	55%
2009	49%	56%
2010	49%	57%
2011	52%	59%
2012	59%	65%
2013	68%	73%
2014	64%	76%

Table 1

2016

47

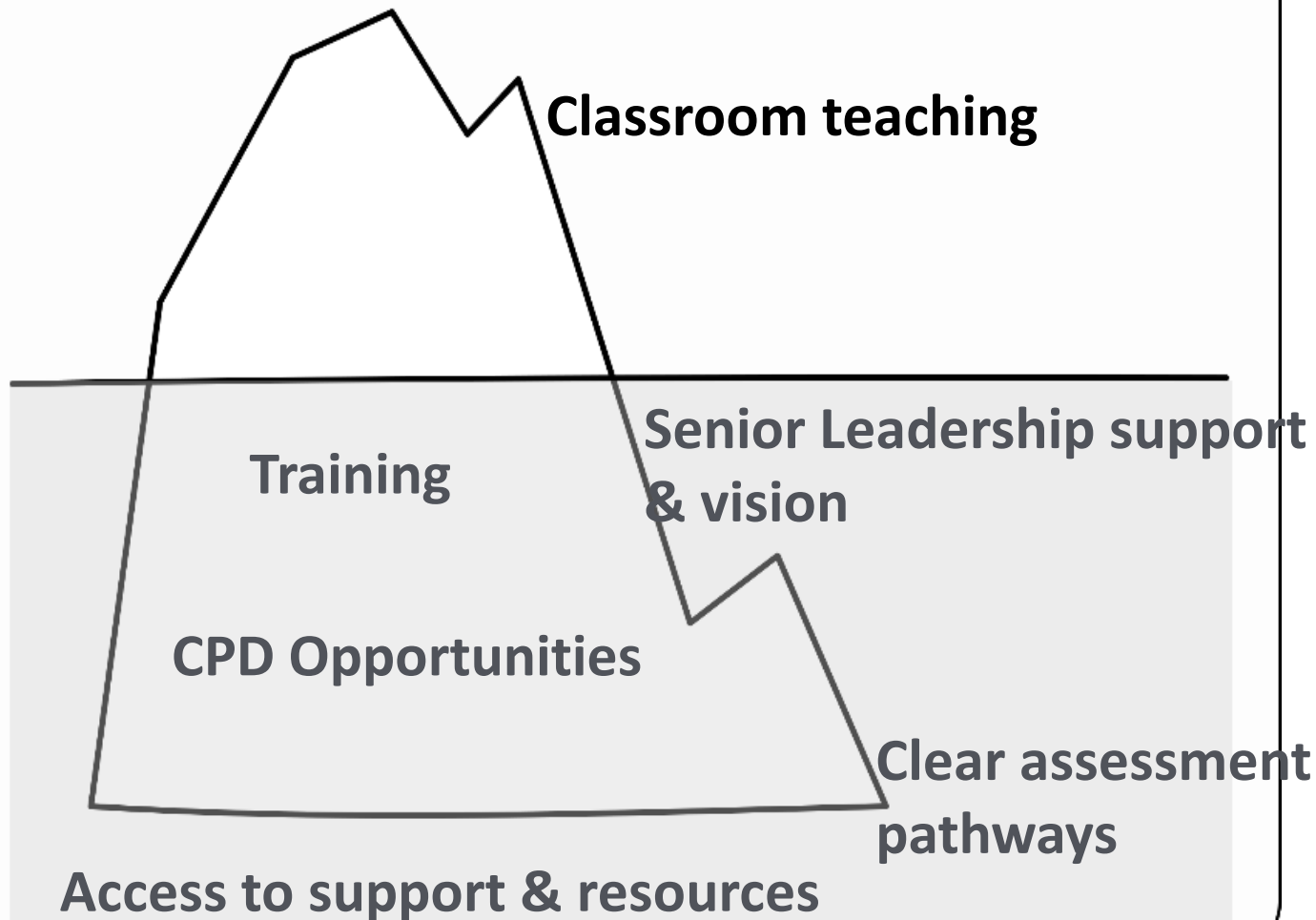
58

Table 1 taken from: Mintz, J. et al. (2015). *Towards a New Reality for Teacher Education for SEND – DfE SEND in ITT Project Report and Roadmap for SEND*, London: UCL Institute of Education

Table 5.1 Proportion of NQTs saying their ITT prepared them well for each aspect of teaching

% rating 7-10	General teaching skills/ requirements	Career development/ progression	Subject teaching	Teaching pupils with specific/ differing needs
80%+	<ul style="list-style-type: none"> • Personal/professional conduct • Pupil safeguarding • Plan effective lessons 			
70-79%	<ul style="list-style-type: none"> • Maintain good behaviour 	<ul style="list-style-type: none"> • Identify your CPD needs 	<ul style="list-style-type: none"> • Teach primary maths 	
60-69%	<ul style="list-style-type: none"> • Promote British values • Provide effective feedback to pupils • Assess pupils' progress 	<ul style="list-style-type: none"> • Apply for teaching jobs • Stay up-to-date with educational research 	<ul style="list-style-type: none"> • Teach your specialist subject(s) • Teach pupils to read (primary) 	<ul style="list-style-type: none"> • Teach across a range of abilities
50-59%	<ul style="list-style-type: none"> • Deploy support staff effectively 		<ul style="list-style-type: none"> • Teach all curriculum 	<ul style="list-style-type: none"> • Teach across all ethnic backgrounds • Teach SEN pupils

Julia Pye, J., Stobart, R., Lindley, L. Ipsos MORI(2016). *Newly Qualified Teachers: Annual Survey 2016 Research report*, DfE



**Support for
teachers' self-
efficacy**



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CURRENT LANDSCAPE

- Acknowledgement of pupils' **complex profiles**, including more awareness on mental health/emotional well being
- Acknowledgement of increasing **diversity** in mainstream school population
- Changes in **assessment** and **identification** of SEN-D
- **CPD** opportunities and teacher **workload**
- School **resourcing**
- Shift towards '**disadvantaged**' and the conflation of both SEN and EAL with that terminology
- NQT **transition** support
- Teacher **retention** and **recruitment**
- Range of **pathways** into teaching
- Misconceptions about educational **inequality** versus **provision** for teacher education

AT PROVIDER LEVEL

- **focussed input on EAL, Dyslexia and Specific Language/Communication Difficulties, and on related interventions;**
- **Focus on inclusive practices & pedagogies for all & the terms Quality First Teaching (Wave 1) and Wave 2 and Wave 3 used**
- **Enrichment placements**
- **Mentor training**
- **ITT SEN-D school-based tasks**
- **Focused input on the teaching of phonics;**
- **ITT SEN-D pathways**

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AT SCHOOL LEVEL

- Increased awareness of SpLD
- SENCo training & accreditation

REFLECTIONS

- Consideration on support and funding towards
 - CPD provision for inservice teachers
 - Partnership & sharing of good inclusive practice across ITT providers
 - Specialist training placements and further specialist training during ITT training years
 - Improving teachers' working conditions
- Support the strategic role of ITT providers in the training of preservice and inservice teachers on inclusive education practices
- Support the strategic role of ITT providers during the NQT year
- Consultation with ITT providers about training challenges

BACKGROUND

- Andrews, J., Robinson, D. & Hutchinson, J. (2017). *Closing the Gap? Trends in Educational Attainment & Disadvantage*. EPI
- Florian, L. & Black-Hawkins, K. (2011). Exploring inclusive Pedagogy. *British Educational Research Journal*, 37:5, 813-828
- DCSF (2009). *Lamb Enquiry: Special Educational needs & Parental Confidence*
- Rose, J. (2009). *Independent Review of the Primary Curriculum: Final Report* (No. 00499-2009DOM-EN). DCSF