

We would like to ensure that Questionnaire 1 and our group discussion asks the following outline areas of information (in bold):

1. **How is your ITE system organised? (What is the length of training, where does training take place?)**

Is there a national curriculum specified for ITE, and if so who sets it?
Does your system have an system which trains teachers as (tick all that apply)

Without a degree level study

Undergraduates 3 years

4 years

Postgraduates 1 year

2 years

No Master level requirement/units

Some Masters level units in the course

Entirely Masters level units in the course

2. **Who trains teachers (the personnel) what is their background of experience and qualifications**

What is their qualification profile? What is the typical gender/age

3. **Who trains as teachers of History and what is their profile on entry?** (qualifications and gender, age and so on)

(SEE Questionnaire Q A1.3, A4

B41.1, B4.5

Is there a personal tutor in the university?

Is there an element of the training which is supervised by mentors in schools?

4. **Who trains as teachers of Civic Education and what is their profile on entry?** (minimum and typical qualifications; gender, age and so on)

What is the average age on entry as an ITE student?

--

5. What support is given to a teacher trainee during their training period?

For ongoing discussion/production of some writing of exemplification materials:

What is the content (methodology) of your ITE?

(Here we want to probe practical application of what we do with trainees –

e.g. Teaching trainees about teaching the concept of time;

teaching about the teaching of the concept of causation;

Developing reflective skills in trainees (the reflective practitioner);

And also....

Getting a graphic representation of typical career trajectory;

looking at transfer to schools- do trainees stay innovative or get

‘drawn into conservative practice’?

For our ongoing discussion:

Is there a written, explicit, instruction in the ITE curricula that there should be support for the trainee or is it implicit?

What do you understand by the term ‘support’ for trainees (Open ended question)

Does this include-

Giving instructions?

Coaching?

Practical Support?

(specify what sort of ‘practical support’ and how given)

How can we help trainees take greater responsibility for their own learning?

6. What support is given to a new teacher trainer when they begin their career in ITE?

For our ongoing discussion- How do teacher trainers understand their role in supporting trainees development?

7. What support is given to a new teacher when they start their first year teaching in school?

See Questionnaire C1.3c

For ongoing discussion:

How do we help develop school based mentors (people in schools who supervise trainees on school based placements) ?

8. How are ITE trainees assessed?

What sorts of assignments do your trainees have to complete?

Are there:

Seminars?

Essays?

Projects?

Practical assessed placement in schools

Is the practical teaching assessed on a pass/ fail system or an advisory system?

Is there a final examination?

Does this include a written element? Does it include school based practice?

For ongoing discussion:

Could we develop a portfolio/ e-portfolio for trainee teachers?

9. How is your ITE system assessed?

Who inspects? How frequently? Length and format of assessment-criteria for success?