

Individual teacher training

A systematic map into approaches to making initial teacher training flexible and responsive to the needs of trainee teachers

Who wants to know?

It is important for the providers of initial teacher training to know how to provide training which is flexible and responsive to individual training needs. This is also of interest to the student and trainee teachers themselves, and to those who mentor them.

What did we find?

The review failed to find any research that explicitly considers how initial teacher training can be made responsive to the individual needs and experience of trainee teachers. The 24 studies included in the map all discuss issues and programmes relevant to the flexible provision of initial teacher training, but do not look at the question from a wider perspective.

The aspects of teacher training which featured most often in the studies were school experience (15 studies) and mentoring (9). The foci of other studies were feedback (5), HEI-based training (5) and needs assessment (N) with other foci featured in a smaller number of studies including training plans (3), portfolio/evidence (2) and knowledge audit (1).

Mentoring was the most frequently used tool

for making training flexible and responsive to individual trainees' needs (10 studies) but other methods included feedback (4), flexible routes into teaching (4) and individual action plans (2).

The research that has been found for this review tends to focus on small-scale interventions and is frequently conducted by academics writing up work that has been undertaken within their own institutions.

How did we get these results?

The review question was:

What is the research evidence which considers how providers of initial teacher training might provide flexible and responsive training for trainee teachers?

The review mapped the findings from 24 studies from the UK, Australia, Europe and North America.

What are the implications?

There is little research evidence on the 'how to' of providing initial teacher training which is flexible and responsive training to trainees' individual needs and thus further research needs to be commissioned in this important area.



Where to find further information

For more information about the content of this review please contact:

Lynne Graham-Matheson
Dept of Educational Research
Canterbury Christ Church University
Canterbury
Kent CT1 1QU
United Kingdom
tel: +44 (0)1227 782126
email: lcg7@canterbury.ac.uk

For more information about the EPPI-Centre's systematic review programmes please contact:

Mark Newman
EPPI-Centre
Social Science Research Unit (SSRU)
Institute of Education, University of London
18 Woburn Square
London WC1H 0NR
United Kingdom
tel: +44 (0)20 7612 6575
fax: +44 (0)20 7612 6400
email: m.newman@ioe.ac.uk

The results of this systematic review are available in three formats:

SUMMARY

Explains the purpose of the review and the main messages from the research evidence

TECHNICAL REPORT

Includes the background, main findings, and full technical details of the review

DATABASES

Access to codings describing each research study included in the review

These can be downloaded or accessed at <http://eppi.ioe.ac.uk/reel/>

Report published by the EPPI-Centre in September 2006.

The EPPI-Centre's reference number for the report of this review is 1410. The full citations is:

Graham-Matheson L, Connolly T, Robson S, Stow W (2006) A systematic map into approaches to making initial teacher training flexible and responsive to the needs of trainee teachers. Technical Report. In: *Research Evidence in Education Library*. London: EPPI-Centre, Social Science Research Unit, Institute of Education, University of London.

This document is available in a range of accessible formats including large print. Please contact the Institute of Education for assistance:

Tel: +44 (0)20 7947 9556 email: info@ioe.ac.uk