

Using the Dynamic Model of Educational Effectiveness to Explore Perceptions of Impact by Teach First Beginning Teachers (0007)

Alison Hramiak

Sheffield Hallam University, UK

Introduction

Pressures on the achievement of pupils, alongside a rigorous inspection regime in UK schools has arguably been partly responsible for an increased interest in demonstrating the impact of our teachers on the pupils they teach, in terms of attainment and progress. The divergent routes into teaching ([Smithers et al., 2012](#)) have come under intense scrutiny, not least the Teach First (TF) route, (seen as a very expensive model for training teachers). This research builds on the mixed findings from previous studies, ([Darling-Hammond, 2006b](#), [Muijs et al., 2010](#)) investigating the perceptions of impact by TF beginning teachers on their pupils and on the school in which they were placed. The dynamic model of educational effectiveness ([Kyriakides et al., 2009](#)) was used as a framework for analysis, in order to investigate whether these teachers develop the characteristics of type 5 teachers ([Kyriakides et al., 2009](#)) as they progress through the academic year.

Theoretical Underpinning

A sense of self-efficacy in a teacher is one which leads them to believe that they can make a difference in the lives and learning of their pupils, and indeed have an impact ([Darling-Hammond, 2006a](#)). The idea of self-efficacy in beginning teachers leading to increased confidence and greater impact, is felt to be a neglected area in terms of research involving interviews which can provide rich context, ([Tschannen-Moran et al., 1998](#)) and is explored here in relation to the dynamic model of teacher effectiveness.

The dynamic model of educational effectiveness, advocates that the role of the teacher moves from instructing to coaching and modelling learning, with teaching skills grouped into five types of teacher behaviour as follows:

1. **Type 1: Basic elements of direct teaching** – teachers effectively use the daily routines in teaching.
2. **Type 2: Putting aspects of quality in direct teaching and touching on active teaching** – teachers are able to put quality into the basic elements associated with Type 1, but are also able to encourage interactions among pupils.
3. **Type 3: Acquiring quality in active teaching and reaching out** – teachers at this level effectively use strategies related to direct and active teaching, and use constructivist techniques in their teaching.

4. **Type 4: Differentiation of teaching and putting aspects of quality in new teaching** – teachers at this level are able to differentiate their instructions and incorporate qualitative characteristics of teaching modelling and orientation.
5. **Type 5: Achieving quality in and differentiation in teaching using different approaches** – teachers effectively use a variety of teaching approaches, and incorporate the qualitative characteristics of these approaches into their teaching practice.

Teachers at level five were found to be the most effective teachers, and the movement of teachers from one step to another was not always linear or sequential. Using the above characteristics as a tool for analysis, this research explored how impact was perceived and evidenced for the participants in this study in terms of the type of teacher they had become during the academic year.

Methods and Approach

A multi-method, qualitative approach was used for this research, providing depth with some breadth, using a combination of methods to add rigour to any claims made from such data ([Gorard, 2004](#)). The evaluations drew on more qualitative and plural approaches than positivist approaches, ([Coldwell and Simpkins, 2011](#)) as this was felt to be more appropriate for this type of research, focussing, as it did, on the detailed perceptions and ideas of the participants. Using a reflective practitioner model enabled the research to investigate teachers' practice by asking them to reflect on it, drawing on their experiences and beliefs in doing so ([Sachs, 2004](#)).

The trainees in this research were selected on the basis of opportunity ([Robson, 1993](#)) at the start of the academic year. All were placed in challenging schools assigned to me in my role as a tutor, across Yorkshire and Humberside. All 12 trainees assigned to me as tutees took part in the research. Qualitative data was collected through three separate surveys done with the participants at the start, middle and end point of the academic year. Interviews were also conducted with the professional mentors in school, and participants took part in a final focus group at the end of the academic year, following up on the survey responses.

Findings

The findings demonstrated that all five types of teacher as described in the dynamic model of teacher effectiveness could be evidenced, and also showed how the teachers moved from one type to another as they progressed through the academic year. The wealth of data described here arguably establishes the participants as type five teachers by the end of their first year of teaching, and confirms this as a development – an evolution as it were – from type 1 through to type 5 as the year progresses. A development towards engaging with the scholarship of teaching.

Previous studies support the findings described here in terms of their strong self-efficacy beliefs, ([Muijs et al., 2010](#)). It may be that teacher training needs to become more convergent in its approach, creating a more holistic overview that encompasses the broader role of the

teacher in school, the teacher beyond the classroom, which, as demonstrated here, does have an impact on pupils.

While it has been demonstrated that these participants can and do have an impact on their pupils, and the schools in which they teach, as reported in other research, it should be noted that this impact may in fact be fleeting as teachers leave the TF programme after two years ([Muijs et al., 2012](#)). Perhaps what should be addressed, having established impact, as described here, is further research leading to policy change - a convergent one across all routes into teaching perhaps? One that will ensure these teachers stay in school and continue to positively affect their pupils and colleagues. In addition to this, it is vital that teacher education and subsequent employers of these teachers, take into account the divergent types of beginning teachers and their different aspirations and characteristics when planning a more cohesive model of teacher education ([Watt and Richardson, 2008](#)).

References

- COLDWELL, M. & SIMPKINS, T. 2011. Level models of continuing professional development evaluation: a grounded review and critique. *Professional Development in Education*, 37, 143-157.
- DARLING-HAMMOND, L. 2006a. *Powerful teacher education : lessons from exemplary programs*.
- DARLING-HAMMOND, L. 2006b. *Powerful Teacher Education Lessons Learned from Exemplary Programs*, San Francisco, Jossey-Bass.
- GORARD, S. T., C. 2004. *Combining Methods in Educational and Social Research*, Maidenhead, OU Press.
- KYRIAKIDES, L., CREEMERS, B. P. M. & ANTONIOU, P. 2009. Teacher behaviour and student outcomes: Suggestions for research on teacher training and professional development. *Teaching and Teacher Education*, 25, 12-23.
- MUIJS, D., CHAPMAN, C., COLLINS, A. & ARMSTRONG, P. 2010. Maximum Impact Evaluation The Impact of Teach First Teachers in Schools Final Report. Manchester: University of Manchester.
- ROBSON, C. 1993. *Real World Research A Resource for Social Scientists and Practitioner-Researchers*, Oxford, Blackwell.
- SACHS, S. K. 2004. Evaluation of teacher attributes as predictors of success in urban schools. *Journal of Teacher Education*, 55, 177-187.
- SMITHERS, A., ROBINSON, P. & COUGHLAN, M.-D. 2012. The Good Teacher Training Guide 2012. [Accessed March 2015].
- TSCHANNEN-MORAN, M., WOOLFOLK HOY, A. & HOY, W. K. 1998. Teacher efficacy: Its meaning and measure. *Review of Educational Research*, 68, 202-248.
- WATT, H. M. G. & RICHARDSON, P. W. 2008. Motivations, perceptions, and aspirations concerning teaching as a career for different types of beginning teachers. *Learning and Instruction*, 18, 408-428.