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## MODERN SCHOOL TEACHER TRAINING IN GREAT BRITAIN

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The purpose of this article is to analyze and summarize teacher training programs for primary and secondary schools, which were launched in the United Kingdom of Great Britain and Northern Ireland due to the reform of the education system at the end of the 20<sup>th</sup> century and were further developed at the beginning of the 21<sup>st</sup> century. Among them, the most significant programs seem to be those that lead to the degree of bachelor of education and give the right to teach major and secondary subjects in a secondary school or several subjects at once in a primary school. No less attention should be paid to postgraduate education programs for obtaining the status of a qualified teacher for the primary and basic levels of the secondary school.

Among the research methods that were used to carry out the research we highlight general scientific methods – analysis and synthesis; the comparative and historical methods, which allow to compare and contrast socio-pedagogical phenomena; structural method, which makes it possible to consider the development of the pedagogical process, highlighting its main system-forming elements; modeling; sampling of facts; quantitative and qualitative analyses, generalization.

The analysis of the curricula and programs of De Montfort University in Bedford showed that the construction of training courses is carried out according to modular programs with a simultaneous focus on the integration of academic subjects. Modernization of the content of professional training is carried out through the convergence of theoretical and methodological aspects.

Considerable attention in the article is paid school practice. It is established that the main goal of school experience is to be a source of knowledge about the real educational process, a source of knowledge about the essence of pedagogical activity in the process of developing the necessary pedagogical skills and abilities by future teachers. School experience is a clear continuous system of step-by-step connection and partial adaptation of students to the conditions of the modern school.

**Key words:** *curriculum, school experience, professional cycle, qualified teacher status, credit accumulation system.*

## ПІДГОТОВКА СУЧАСНОГО ВЧИТЕЛЯ У ВЕЛИКІЙ БРИТАНІЇ

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Метою статті є аналіз та узагальнення програм підготовки вчителів для початкової та базової школи, які були започатковані у Сполученому Королівстві Великої Британії та Північній Ірландії завдяки реформуванню системи освіти наприкінці ХХ ст. та одержали подальший розвиток на початку ХХІ ст. Серед них найбільш значущими видаються програми, що ведуть до одержання ступеня бакалавра освіти й дають право викладати основний та допоміжний предмети в загальноосвітній школі або одразу декілька предметів у початковій школі. Не меншої уваги заслуговують також програми післядипломної освіти на одержання статусу кваліфікованого вчителя для початкової та основної (базової) ланок загальноосвітньої школи.

Серед методів дослідження, які були використані для виконання наукової розвідки в межах заявленої теми, виокремимо загальнонаукові методи дослідження реальної дійсності – аналіз та синтез; порівняльно-історичний метод, який дає змогу порівнювати та зіставляти соціально-педагогічні явища; структурний метод, що дає можливість розглядати розвиток педагогічного процесу, виділяючи його основні системоутворювальні елементи; моделювання; вірогіднісну вибірку фактів; кількісний і якісний аналіз, узагальнення.



Здійснений аналіз навчальних планів та програм університету Де Монтфорт у Бедфорді показав, що побудова навчальних курсів здійснюється за модульними програмами з одночасною спрямованістю на інтеграцію навчальних предметів. Модернізація змісту професійно-педагогічної підготовки відбувається шляхом зближення теоретичних і методичних аспектів, підсилення інтеграції теоретичних дисциплін педагогічного циклу.

Значну увагу в статті приділено висвітленню педагогічної практики як одного з необхідних елементів системи становлення професійної майстерності вчителя.

Установлено, що основна мета педагогічної практики у контексті нового осмислення полягає у тому, щоб бути джерелом знань про реальний навчальний процес, унаочненням теоретичних знань, джерелом пізнання сутності педагогічної діяльності в процесі вироблення майбутніми вчителями необхідних педагогічних умінь та навичок. Педагогічна практика являє собою чітку неперервну систему поетапно-го підключення та часткової адаптації студентів до умов сучасної школи.

**Ключові слова:** навчальний план, шкільна практика, професійний цикл, статус кваліфікованого вчителя, система накопичення кредитів.

Since the end of the 20th century, in England and Wales there have been five main routes to the teaching profession: a four-year course for the degree of Bachelor of Education (BEd), a one-year course for obtaining a Post-Graduate Certificate in Education (PGCE), a two-year course for obtaining an elementary school teacher's certificate (articulated teacher), a course for obtaining the qualification of a licensed teacher and a two-year (shortened) course for obtaining a bachelor's degree in education for teaching subjects that are not provided with the necessary number of teachers. The content of teacher training courses is based on 4 main elements: the study of the major subject, the study of the second (auxiliary) subject, the professional cycle, which consists of the theory of education and teaching methodology, and practical experience of teaching at school. The most popular of the listed ways to the teaching profession today are a four-year course for obtaining a bachelor's degree in education and a one-year course leading to obtaining a post-graduate certificate in education. It is worth mentioning that, although BEd programs for prospective primary and secondary teachers cover the same time (as do PGCE programs for primary and secondary schools), English teachers emphasize the differences between them. In addition to age characteristics, one should take into account the fact that future secondary school teachers study two subjects of their future specialization – the major and auxiliary – while primary school teachers must master the subjects that make up the core of the primary school curriculum – mathematics, English and disciplines of the so-called natural cycle. Therefore, there are separate programs leading to a bachelor's degree in education for secondary (BEd secondary) and primary schools (BEd primary) and programs leading to a post-graduate certificate in education for secondary (PGCE secondary) and primary schools (PGCE primary) (Кіщенко, 2007).

Let's stop at a detailed review of the programs of the 4-year course for obtaining a bachelor's degree in education and the one-year course for obtaining a post-graduate certificate in education for secondary (BEd secondary, PGCE secondary) and primary schools (BEd primary, PGCE primary), respectively.

The four-year course for obtaining a bachelor's degree in education for secondary schools is aimed at training teachers with such special and professional qualities as: a high level of knowledge in the major subject; the ability to critically analyze and evaluate the main subject in relation to such subjects as psychology, sociology and philosophy; competence in the field of the second subject; understanding how the chosen two subjects relate to the school program as a whole and their special role in the education of children; knowledge of the age characteristics of children; perception of the child as an individual; having the ability to work with children of different levels of ability and ethnic origin; understanding the mechanisms of interaction between theory and practice in teaching; the ability to manage a class; ability to use different assessment methods; understanding the importance of sustainable connections between school and society and the role of the teacher in their development; personal initiative; critical attitude to one's activity and readiness to constantly improve one's professional level (<https://www.beds.ac.uk>, 2022).

The training course is designed for 4 years. It consists of modules – relatively independent, logically connected parts of the educational material. Students study 6 modules per semester (the academic year consists of 2 semesters). All modules must be studied during the academic years for which they are designed; their study ends with getting a certain amount of credits.

Students must choose a second (additional) subject for teaching at school. This additional subject can be chosen from the following list: fine arts, the English language, history,



geography, mathematics, natural science, physical education (PE).

The BEd secondary degree program consists of 4 components:

- 1) the course of the major subject (main studies) and the second subject;
- 2) cycle of pedagogical disciplines (educational studies);
- 3) professional course (professional studies);
- 4) practice at school (school experience).

Quite often, English teachers combine the cycle of pedagogical disciplines and a professional course into a single professional course (<https://www.dmu.ac.uk>, 2022).

The training course is divided into 3 levels:

level 1 consists of two semesters of the first year of study and the first semester of the second year of study;

level 2 consists of the second semester of the second year of study and two semesters of the third year of study;

level 3 consists of two semesters of the fourth year of study.

At each level, the student must complete 8 modules and receive credits from them, as well as at levels 1 and 2 – additional modules for qualified teacher status (QTS). QTS modules are blocks of school experience that must be completed in order to obtain a bachelor's degree in education and the status of a qualified teacher.

Universities in England and Wales follow a "credit accumulation" system. Each module is worth 15 credits. Students, who have successfully completed 8 modules of level 1, thereby accumulate 120 credits of level 1. If at this stage they decide to interrupt their studies for personal reasons, they are given a certificate of higher education (Certificate in Higher Education).

Students who have successfully completed the Level 1 and Level 2 program and who have thus gained 240 credits (120 credits of Level 1 and 120 credits of Level 2) can, if they wish, interrupt their studies and receive a Diploma in Higher Education at this stage (<https://www.beds.ac.uk>, 2022).

The professional cycle aims to provide future teachers with information about modern research in the field of education, to help them understand the constant need to systematically test their personal theories and views in practice. The modular distribution of the material of this cycle takes place in the following logical sequence: "Preparing to teach" – I semester, "Understanding pupils" – II semester, "Planning for effective learning" – III semester, "Assessment and evaluation" – IV semester, "Teaching strategies" – V semester, "Principles of cur-

riculum design and evaluation" – VI semester, "Curriculum issues" – VII semester, "The teacher as a professional" – VIII semester (<https://www.dmu.ac.uk>, 2022).

School experience for students is closely intertwined with the cycle of professional training, but at the same time it is an independent component of the teacher training program. In the system of organizing practice in English universities, the idea of its continuity is followed. The block of practice consists of separate links that are implemented in each year of study and, depending on the purpose, is divided into introductory (visiting the school for the purpose of observing and studying the learning process), serial (conducting trial lessons and educational work with students in the allotted time without interruption from classes at a university), block (continuous school experience with a break from studies).

At the end of the last school experience in the 4th year, an exam is held, during which students give demonstrative lessons in front of a specially created commission. The grade for school experience is included in the overall grade for education.

The one-year course for obtaining a certificate in education for secondary schools aims to actively involve the school in the process of teacher training. All postgraduate students spend 60% of their study time at school. For the effectiveness of this educational course, it is necessary to ensure the close cooperation of three so-called partners: schools, students themselves, and the university. Schools are united in consortia (4–10 schools in each consortium), that are located in a certain geographic region. A close connection between consortia is made possible thanks to a special position – liaison tutor. During the period of school experience, the tutor must visit each school of the consortium twice. They provide communication between the university and the school and are the first people to be contacted in case of any problems (<https://www.beds.ac.uk>, 2022).

The duration of the PGCE program is 38 weeks, so it corresponds more closely to the school year than to the university period. Since most of the time is devoted to school work, this course has the character of professional training. Students are perceived as members of the teaching staff. Up to 10 students can work in one school. The main supervisor of the intern's work is a member of the school team – a mentor. They are appointed by the school headmaster and must be specialists in the subjects of future teachers' specialization. Their workload includes hours for fulfilling the duties of a mentor (<https://www.beds.ac.uk>,



2023). In this way, pedagogical practice is guided by those who are directly familiar with the problems of a certain school and a certain area. Among the necessary conditions for obtaining the status of a teacher-mentor, we note good mastery of management skills, high knowledge of the subject and methodical training, a set of personal qualities, such as reflexivity, the ability to listen, empathy, creativity, friendliness.

The academic year under this program is divided into 3 trimesters: autumn, spring and summer. Conventionally, the entire training course can be divided into 5 phases. The first phase consists of 4 weeks, and this period may be called "orientation". Students spend the first week at the school at their place of residence. During this time, they should make an impression about the school and its curriculum. Such micro-practice can be attributed to the category of familiarization. Students spend another three weeks of this phase at the university: they get to know the university tutors, the course and its tasks, the concepts of "professional teacher" and "reflective practitioner". During this period, future teachers should clearly define the relationship of the subject of their specialization with the school curriculum and with the National curriculum in general and draw up their individual program for studying this subject. One day a week, students visit the school, where they get to know the organization of the educational process and the method of teaching the subject of their future specialization.

Next 16 weeks belong to the second phase. This period is the period of the beginning of teaching the subject of specialization. At this time, two and a half days per week are allocated to attending school (A), Half a day per week – to work in the consortium and two days per week – to studies at the university.

The third phase covers next 14 weeks. On the first of these weeks, students move to another school, where they continue to gain professional experience (school B). It differs from the previous one in a different socio-cultural status of the area. From that moment on, they actually spend all their time at school. They are responsible for teaching subjects of their specialization in several classes, perform the duties of a class teacher and participate in all spheres of school life. The approximate distribution of weekly time can be shown as follows: 3 days – for teaching the major subject, 1 day – for observations, 0.5 days – for self-education and preparation for lessons. Special attention is paid to the management of the school, relations with other schools, with parents, with the public, with businesses and even with commerce.

The fourth phase is the final and covers the last 6 weeks. During this period, students have the opportunity to study the peculiarities of thinking process, as well as to conduct a small study on improving the educational process at school.

The fifth phase lasts only one – final – week. Students attend final lectures, consultations; prepare documentation for the examination board. The decision of the commission is usually announced on June 30 (<https://www.beds.ac.uk>, 2023). Analysis of this teacher training program gives grounds for the conclusion that PGCE students spend most of their time at school. For the clarity of planning and organizing the educational process, a conditional division of this program into two cycles is introduced: 1) a cycle for studying the subject of specialization and 2) a professional cycle (the latter consists of 120 hours of study time, of which 66 hours are devoted to methodology). The purpose of this cycle is to teach students to consider issues of education in both a theoretical and a practical context.

The entire professional cycle consists of 6 modules:

1. Professional teacher 1: introduction and orientation.
2. A teacher who knows how to plan the educational process.
3. Class teacher.
4. A teacher who knows how to evaluate pupils' work.
5. Professional teacher 2: participation in school life.
6. Reflective practitioner.

Each of the modules is studied separately. The main provisions are discussed in classes at the university. At school, theory is transmitted into practice. The content of individual modules constitutes the general structure of the professional cycle. The final task of the PGCE program is performed on the basis of the school B in the form of a scientific study, which is presented before a special commission, which includes university lecturers, representatives of the school teaching staff, students (<https://www.beds.ac.uk>, 2023).

Therefore, a detailed study of modern teacher training programs in England and Wales confirms the fact of their focusing on the integration of theory and practice. It was the ideas of integration that formed the basis of the conceptual justification of the modern English reform of education, which received the name "school-centered teacher training". The key provision of the new model of the English teacher training system is the approval of the school as a university partner in the system of professional teacher training. In fact, those partnership ties that





historically existed between English universities and schools, in the conditions of the activated integration processes in the late 20th – early 21st centuries are moving to a new qualitative level – a system of equal partnership "university – school". Higher education institutions in this partnership act as a broad context for the future teacher's professional development. This direction involves university lecturers and professional school teachers to work with future teachers, which ensures full inclusion of students in educational theory and practice.

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