

# PPTA

NEW ZEALAND POST PRIMARY  
TEACHERS' ASSOCIATION  
TE WEHENGARUA

[www.ppta.org.nz](http://www.ppta.org.nz)

## Request for proposals

### Literature review: Fast-track teacher education schemes

PPTA wishes to contract a researcher (or group of researchers) to conduct a literature review of fast-track teacher education schemes.

#### Rationale

Over a number of years we have seen the development of fast-track teacher education schemes around the world, fostered in part by an international body Teach For All ([www.teachforall.org/](http://www.teachforall.org/)). That organisation's website lists 18 countries that currently have such schemes, i.e. Argentina, Australia, Brazil, Bulgaria, Chile, China, Estonia, Germany, India, Israel, Latvia, Lebanon, Malaysia, Pakistan, Peru, Spain, UK, USA. Schemes function under a variety of names: Teach For America, Teach For Australia, Teach For Bulgaria, Teach First UK, Teach First Deutschland, etc.

Philanthropic foundations support the work of Teach For All. The website lists its major philanthropic donors as being Deutsche Post DHL, The Nduna Foundation, The HSBC Global Education Trust, Visa Inc., Robertson Foundation, and New Profit Inc/Monitor Group. It is likely that most or all countries' schemes also involve some philanthropic support.

In New Zealand, PPTA has been approached by the Teach First NZ Trust, which is working with Auckland University to develop a similar scheme here. The Trust's documentation says that it has been "working with Teach For All's Early Stage Relations team since 2009, and aims to form an official partnership by mid-2011". Teach First NZ has philanthropic foundation support from the Tindall Foundation and the Aotearoa Foundation (Julian Robertson), and corporate support from Chapman Tripp, Deloitte, KPMG and Creo Communications.

Teach First NZ hopes to have a scheme in place here by the 2013 school year, with the first group of recruits doing a six-week residential summer school in November - January 2012-13.

Teach For All-type schemes are typified by being on-the-job training while having full responsibility for student learning. The schemes generally target new graduates with good grades, and encourage them to teach for at least a short time as an act of altruism.

Schemes around the world make various claims for this being a successful approach to teacher education, and there have been evaluations done, often commissioned by the schemes themselves, e.g. Manchester University's *Maximum Impact Evaluation: The impact of Teach First teachers in schools* (2010), funded for Teach First by the Goldman Sachs Foundation. (The Maximum Impact Programme "sits within Teach First's leadership programme..." (p.5).)

PPTA is funding a literature review to evaluate the evidence on the effectiveness of such schemes in order to establish whether its concerns are able to be supported by the evidence or not.

### **Research questions**

PPTA is open to suggestions for refining of the research questions from the successful contractor, however the following should suffice to indicate the extent of the work required.

1. What does the literature indicate to be an appropriate definition of "effectiveness" in teacher education? (This definition might encompass impact on student teacher learning, impact of graduates on the learning of their students, measures of retention of graduates, etc.)
2. What different models of Teach For All training schemes exist, and what evidence exists to show the relative effectiveness or otherwise of these schemes?
3. What different recruitment models are used by Teach For All training schemes, including academic requirements, and how do these compare with recruitment to traditional secondary teacher education programmes?
4. What comparative research exists to show the effectiveness of fast-track teacher education compared with the one-year graduate programmes normally used in New Zealand for preparation for secondary teaching?
5. What impact has the rise of Teach For All models of teacher education had on existing university/college-based models of teacher education?
6. What evidence exists about whether Teach For All models of teacher education have impacted positively on the recruitment and retention of high quality teachers in hard-to-staff schools?
7. What evidence exists about the motivations and influence of philanthropic foundations on Teach For All at an international level and at the level of individual schemes?

8. What evidence exists about relationships between Teach For All programmes and professional teacher associations/teacher unions in relevant countries?

**Note 1:** PPTA expects the researcher to carefully evaluate the quality of the evidence collected, including providing information about the genesis of the research and whether there is any indication of bias as a result.

**Note 2:** PPTA would like more emphasis in the review to be given to research into programmes for secondary teaching rather than primary teaching, given that the New Zealand proposal is currently for secondary teaching only and PPTA's members are mostly secondary teachers.

### **Proposal Requirements**

Proposals should include the following:

1. A description of the planned approach to the review, including procedures to be used, the range of literature to be included, the analysis to be undertaken, and a justification for the approach chosen.
2. A proposed timetable, including starting and finishing dates and suggested dates of milestones.
3. Brief background information on the researcher(s) to be involved. This should include:
  - details of the background, qualifications and experience of the researcher(s);
  - examples of previous experience on projects similar to this study;
  - capacity to access the full range of the relevant literature;
  - names and contact details of two referees who can comment on the researcher's competency to carry out the work;
  - description of infrastructure support for ethical procedures, etc.
4. A budget itemising costs (inclusive of GST) under the following headings: salaries/wages, materials, other project costs, overhead charges and other expenses.
5. Declaration of any possible conflict of interest for the researcher(s)/ institution in relation to this project.

### **Submitting your proposal**

Proposals should be submitted electronically by 5pm on Monday 2 May to Judie Alison, Advisory Officer, PPTA, [jalison@ppta.org.nz](mailto:jalison@ppta.org.nz). All inquiries about this RFP should also be addressed to Judie Alison.