



House of Commons
Education Committee

Great teachers: attracting, training and retaining the best

Ninth Report of Session 2010–12

Volume III

Additional written evidence

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The Education Committee

The Education Committee is appointed by the House of Commons to examine the expenditure, administration and policy of the Department for Education and its associated public bodies.

Membership at time Report agreed:

Mr Graham Stuart MP (*Conservative, Beverley & Holderness*) (Chair)
Neil Carmichael MP (*Conservative, Stroud*)
Alex Cunningham MP (*Labour, Stockton North*)
Bill Esterson MP, (*Labour, Sefton Central*)
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Lisa Nandy MP (*Labour, Wigan*)
Craig Whittaker MP (*Conservative, Calder Valley*)

Nic Dakin MP (*Labour, Scunthorpe*) was also a member of the Committee during the inquiry.

Powers

The Committee is one of the departmental select committees, the powers of which are set out in House of Commons Standing Orders, principally in SO No 152. These are available on the Internet via www.parliament.uk

Publications

The Reports and evidence of the Committee are published by The Stationery Office by Order of the House. All publications of the Committee (including press notices) are on the Internet at www.parliament.uk/education-committee

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Written evidence

Written evidence submitted by Caroline Gray

I am writing to you in regards to my concern over the changes to bursary funding for those about to commence their PGCE teacher training course. As a member of the Education Committee, I believe that this is a topic that should be of interest and concern for you and one which I am hoping you can be of assistance. The bursary funding for the majority of the coming cohort of teacher trainees who are to begin their training in September 2011 has been withdrawn or significantly reduced. This decision, which will have huge financial implications for me and many other trainees, was not announced until February 2011, a date that was already five months into the application process. By which time, the majority of people had already applied and a large number had even been interviewed.

The PGCE program is a full time course which is very intensive and leaves little to no time for part-time work. The bursaries for me and for the majority of my fellow trainees would have been the sole source of income through the program. A source of income that has now been greatly diminished in most cases and completely eradicated in many others. However not all trainees will be effected by this change, as those who completed a Subject Knowledge Enhancement (SKE) course last academic year, as a condition of their offer for a PGCE starting in September have had their bursaries guaranteed, to the amount originally advertised. They have had their bursaries guaranteed due to a successful campaign to have them re-instated. Whilst I feel this is to be commended, I am sure you can see the unfairness in a situation, that will see trainees in the same class together being divided between those who have their bursaries and will consequently not be in financial hardship and those who don't and who may struggle to be able to complete their course as a result.

This decision, which came so late into the application process I am sure you can understand has been frustrating enough. However the announcement in June that the Government is now proposing to change the training bursary for the year academic year 2012 has again as I am sure you can understand completely angered me. These proposals suggest that trainees will be likely to receive between £4,000 and £20,000 as their training bursary. These proposals will result in me and my and the others beginning their training in September as the sole cohort to be affected so harshly by the changes. This I feel is completely unfair and beyond reason.

The abolition and reduction of bursaries for me and many others will be extremely damaging to the prospects of becoming a teacher. The financial hardship it will place on me I feel will certainly effect the quality of my work as I will be forced to explore every possible avenue to raise money to fund myself, which will most certainly distract me from my very important and time consuming training. It may also as already stated greatly affect my prospects of actually being able to finish the course and I am sure I will not be alone in this regard.

With this in mind, I would like you as a member of the Education Committee to take this further. I ask that you consider raising this issue and putting questions to the appropriate persons; including the Secretary of State for Education Michael Gove and also that you as a committee discuss the issue further. This is an issue of great importance to not just me and my fellow trainees but to the standards of teaching as a whole. A year's cohort of teacher trainees who are distracted due to financial difficulty and frustration due to the unjust way in which they have been treated in regards to the bursary I feel cannot be conducive to raising the standards of education.

I am sure you understand my situation, frustration and anger and I hope that you will show your support for me and other trainee teachers within your constituency and further afield by adhering to my request of raising these issues with the appropriate people and within Parliament.

I would also be interested in meeting with you in the near future to discuss these issues further if so needed.

November 2011

Written evidence submitted by Philippa Mitchell, The Butts Primary School

1. As a primary headteacher, who has appointed many teachers in two contrasting schools and also taken part in interviews for initial teacher training, I would suggest that motivation and an individual's personal qualities are two of the key factors in determining who might become one of the most effective teachers.

2. I do not think there is a significant distinction between those entering teaching with a PGCE or a teaching degree (BEd), except that sometimes those with a PGCE have a better general education than those who have entered through a teaching degree. My experience of those entering through the GTP route, however, is that they are often less skilled and well-trained than those who have attended a full time course, possibly because they lack the opportunities for objective discussion and analysis that is available to other students. This may be because the GTP students are trained by one or two schools and are limited by the philosophy, pedagogy and vision of those institutions. For this reason, I have concerns about future training being undertaken within selected schools.

3. The other limiting factor with this form of "in-school" teacher training is that many "outstanding" schools are in relatively leafy suburbs, where the main challenge is the ambition of the parents. How teachers trained

in this environment would cope in more deprived settings, where both pupils and parents may present greater challenges, is a concern and a very different skill set may be needed. I believe that all teachers should have to spend some time in challenging schools as a part of their own development. In Australia, I understand that teachers have to spend time in different types of school and location.

4. The teacher's own subject knowledge is also an important factor and it is essential that this is at an appropriate level for the role that they are undertaking. It is not unheard of for misconceptions to be taught or for teachers, to demonstrate a lack of understanding in a particular area. Conversely, over-qualification can also be an issue—when a maths graduate, for example, finds it hard to explain mathematical concepts at a level that an eight year old can grasp. On balance, the personality and charisma of the teacher probably matters more than their level of education.

5. Regardless of the route of entry into teaching, there are certain qualities which characterise an effective teacher, not least, the belief in the importance of education and the desire to “make a difference”. The most effective teachers have a passion for what they do and a determination to get it right. By force of personality, they can inspire and motivate children and create a positive team ethos. They have clear expectations of behaviour that the children understand and they stick to them; this enables the class to work hard and play hard. These teachers are open-minded and flexible, they can think creatively and solve problems and they are willing to take on new ideas. They also have a sense of duty and responsibility and give above and beyond what is required of them. This goes beyond the ideas laid out in the revised teachers standards, which sets a baseline.

6. Most really effective teachers are motivated by the desire to do their best by the children, rather than financial rewards, nonetheless, pay incentives are a way of recognising their skills and retaining their services in a particular school. Particular attention needs to be paid to the retention of effective teachers in challenging schools, as these teachers are often tarnished with the brush of failure, even though they may have skills way in excess of their colleagues in more comfortable settings. Similarly, weaker teachers in schools that are perceived to be very successful can hide behind the good name of the school. It will remain difficult for schools in challenging circumstances to progress if they cannot attract and retain staff of a suitable calibre and offer these members of staff the recognition that they deserve.

7. It is too common for schools in comfortable areas to gain the reputation of being “good” schools, whilst those in difficult areas are considered to be bad schools, whilst there is clearly no like for like comparison in terms of intake, parental support, complexity of the issues affecting the children etc. This situation is exacerbated by league tables in the form that they have taken in the past—value added is the only fair measure. Similarly, Ofsted gradings have depended primarily on “scores on the doors” ie summative tests results, rather the amount of pastoral, social, emotional and other support that is being provided, in order that children are ready for education and in turn, the progress measure and value that has been added. Comparisons to *selective* independent schools are also unhelpful and inappropriate.

8. Good quality professional development is important for all motivated professionals, but too often it falls short of expectations and does not provide value for money. We still have a system in which the most effective teachers are encouraged to go for promotion and thus out of the classroom within a relatively short space of time. This is to the detriment of the children and not always appropriate, as not all effective teachers have the requisite strategic vision or organisational and managerial skills for leadership.

9. In summary, I believe that teachers should undergo some form of independent training, as well as spending time in school (like the PGCE model). Every effort should be made, in the selection process, to identify the personal qualities and skill set indicated in paragraph 5. As part of a longer induction period trainee teachers should have to gain experience in different catchment areas for a more extended period, such as one academic year in two contrasting areas (eg an affluent area, a rural area, an inner city area, a deprived area), before taking up a more permanent appointment. Appropriate rewards should be offered to retain quality teachers, especially in challenging areas, but safeguards need to be in place so that headteachers do not give pay awards to less deserving teachers, just to ensure a full complement of staff. Ofsted judgements made about schools should reflect the particular circumstances of the school more equably and the progress that children make while they are there.

November 2011

Written evidence submitted by Dr John Oversby, Institute of Education

1. I have been a research chemist, a leading school teacher in Ghana and the UK for 22 years, and a course leader for preparation of future science teachers for 18 years. I now coordinate a Comenius Network on Climate Change Education for the European Commission, in particular focusing on teacher education and development. This response refers specifically to the teaching of sciences at secondary level, and is based on experience spanning nearly 20 years. It is an independent response.

2. There is positivist evidence related to the selection of the most effective teachers. This includes personal subject discipline knowledge. Unpublished research work by a colleague and me suggests that, within the sciences domains, there is, at best, only a weak correlation between knowledge indicated by a degree and that

indicated by a pre-course test using GCSE higher tier questions. Physics and chemistry graduates improve their personal subject discipline knowledge through a nine month teaching course, whereas biology graduates make modest progress and remain weak in physical sciences. Many of the “soft” criteria such as commitment and reacting to learners with difficulty can only become apparent as the course progresses, in my view.

3. This, inevitably, leads to significant rates of course non-completion. It is my opinion that a pre-course paper and pencil test will not be an adequate substitute for on-course assessment of “soft” areas such as commitment and psychological suitability. OECD evidence about teacher quality published in September 2011 makes it clear that there is a high degree of uncertainty about assessment of teacher quality. I would further assert that teacher quality is significantly context dependent, and such tests may well lead to the rejection of some who could be good teachers in some circumstances. The underlying assumption that accreditation of QTS provides an indication that the teacher is capable of teaching equally in all situations (since QTS is made independent of any conditions) is highly questionable. This is not recognised in the one size fits all nature of the questions asked in this consultation. Effective strategies for recruitment of fresh graduates are based on interactive information sessions, followed by exemplary short term school placements. Mature graduates are more difficult to attract in the first place as they are well-disseminated through the work-place. Using the scientific learned societies to advertise is somewhat effective, followed by interactive information sessions and exemplary short term school placements.

4. OfSTED reports show that HEI-school partnerships are the most effective taking into account both recruitment and retention. The Government’s proposals to reduce the numbers entering into these partnerships in preference to school-based programmes will lead to severe wastage in the early years of a teacher’s career, already running at about 50% for the first five years. Teach First has a good record of attraction but a poorer retention record, despite its intensive, and presumably costly, in-school training programme.

5. Evidence from Finland, Poland, and other improving education systems, indicates that HEI-school partnerships, integrating academic and practical aspects, provide the highest quality of teachers, and this evidence is provided in various PISA reports, including the most recent. The focus on school-led programmes leads to greater dependency on recipes and insufficient critical thinking, on the whole. There is no evidence to suggest that mature students learn better on school-led courses and my personal experience is that these students require and integrated course as much as fresh graduates. A major problem in England is the degree of system fragmentation, what one leading Professor has described as “liquorice allsorts”. This fragmentation exists in the initial training programmes, leading to inconsistency and tremendous challenges in ensuring comparability, and in our school system where targets have replaced Local Authorities as the preferred method of ensuring accountability.

6. The new Standards are mechanistic and ill-founded and simplify assessment rather than improve it. Assessing good teachers is a complex task, best achieved through a system of internal and external evaluation of authentic evidence over a range of lessons, and other teaching activities such as lesson preparation and assessment of learners’ progress. The Standards should have a stronger emphasis on teacher development involving external and internal courses as well as self-learning. There is evidence from recent OECD reports that providing salary incentives drives improvement in some cases.

7. Professional development which is a mixture of school-determined programmes (since schools will always need a range of expertise which should be managed) and self-determined (to provide personal empowerment) will retain good teachers, in my view. Professional development requirements change throughout a teachers’ career but should always include elements of internal and external provision. The former gives the teachers leading the courses with their own development as they design, implement and reflect on the response of their colleagues. External provision promotes innovation and encourages teachers to learn from those in other schools during course interaction. Professional development that involves mentoring others, especially those on initial courses in HEI-school partnerships, bring both new knowledge and the human skills of working with others. Professional development must lead to career development and school systems that manage the professional development of their teachers often contribute to the school system as a whole as these teachers move to new schools.

8. There is a general exodus of good teachers from schools in challenging circumstances to selective schools, independent schools, and schools in wealthy catchments. It is my opinion that, within limits, retaining teachers for at least a few years is a major factor in the success of the school. Providing career advancement based on appropriate professional development is one way of retaining good teachers. The extra cost required is an investment in that community. Good teachers must remain, generally, in the classroom, but opportunity to work in other schools to help develop other teachers, as in the best Lead Teacher programmes, is an important way for a teacher’s strengths to be recognised among her/his peers. Taking part in Action Research, perhaps as a route to a higher qualification, is also an effective way to retain good teachers. Some teachers benefit from a lengthier time of secondment, perhaps to undertake a PhD, or even a more limited research programme, and funding of these by Government would ease this process. Most other countries provide this opportunity.

9. Quick fixes to improve recruitment and retention, such as paying bursaries in instalments, have, in the past, failed to provide sustainable results and may well yield resentment. My proposals above may take some time to implement but are more sustainable than the present ones being proposed.

November 2011

Written evidence submitted by Birmingham City University, School of Education

ATTRACTING, TRAINING AND RETAINING THE BEST TEACHERS

Written submissions are invited, addressing the following points:

- What evidence is available to help identify the sorts of applicants who become the most effective teachers, and the strategies known to be effective in attracting these applicants;
- Whether particular routes into teaching are more likely to attract high quality trainees, and whether the Government's proposed changes to initial teacher training will help to recruit these trainees;
- What evidence is available about the type of training which produces the most effective teachers and whether the Government's proposed changes to initial teacher training, particularly the focus on more school-led training, will help to increase the number of good teachers in our schools;
- How best to assess and reward good teachers and whether the Government's draft revised standards for teachers are a helpful tool;
- What contribution professional development makes to the retention of good teachers; and
- How to ensure that good teachers are retained where they are most needed, particularly in schools in challenging circumstances.

There are many reasons why people become teachers and many different attributes of those who are effective and successful. National and international studies (including Barmby 2006, Bruinsma & Jansen 2010, Krečič & Grmek 2005) suggest that intrinsic and altruistic motives to become a teacher are more common than extrinsic or material considerations. They also suggest that these more prevalent motivators positively influence the quality of trainees' learning, their later work in schools and their intention to stay in the profession. However, Barber & Mourshed (2007 p.20) recognise that, while pay is not a prime motivator for most teachers, "raising salaries in line with other graduate salaries is important" for recruitment. They point to an intricate balance of influences whereby raising the status of the profession is key to attracting "further high-calibre recruits" (Barber & Mourshed 2007 p.22). Evidence from Hay McBer (2000 p.8), supports "the notion that pupil progress outcomes are affected more by a teacher's skills and professional characteristics than by factors such as their sex, qualifications or experience". Barber & Mourshed (2007 p.17) state that many of the characteristics of effective teachers can be identified in selection processes for training and include: "a high overall level of literacy and numeracy, strong interpersonal and communication skills, a willingness to learn, and the motivation to teach".

Evidence drawn from BCU's undergraduate data indicates that a good educational background (a wide range of GCSEs) together with sustained school experience and a real understanding of what primary teaching involves is likely to lead to success.

In terms of teacher retention, Smithers & Robinson (2003 p.iii-iv) found that "workload" was by far the most influential factor on teachers leaving the profession, and a reduction in workload was most likely to encourage them to stay. The other four main factors were "new challenge, the school situation, salary and personal circumstances", though these were less influential, with salary the least. These "relatively deep-seated and enduring" factors (Smithers & Robinson 2003 p.93) are supported in a report from the National Union of Teachers (NUT 2001), in which 82% of a group of 56 teachers cited "excessive workload" as a reason for leaving, with "pupil behaviour" the second most frequent reason at 58%. Barmby (2006 p.12) identifies a wide range of factors that would be important in persuading teachers to stay in the profession, with reduction in workload and support with pupil discipline jointly top of the list.

We don't have a problem with the plans for students to have passed skills tests prior to beginning training if they are well managed. However, we already attract excellent candidates on both UG and PG programmes as evidenced by completion, progression, employability and retention in teaching. Teachfirst has its merits but cannot currently deliver high volume—nor is it appropriate for all trainees. We have concerns about the status of UG courses which, have a long and successful history of training strong and effective primary teachers. This is not the case across the sector but it would be sad if excellent providers were pushed down the road of PGCE only.

Associated with workload in the Barmby study are teacher stress and administrative work, but better salaries and greater societal recognition, as well as improved resources/management and fewer government initiatives, are also seen as important. Deakin *et al* (2010), in a more recent workload survey published by the DfE but commissioned by the previous government, found that teachers on average work approximately 50 hours per week, with around 10 of these "outside 'normal' hours" (p.3). While "planning, preparation and assessment (PPA)" and "rarely cover" were cited by teachers as helping to reduce workload, only "around half of teachers reported that their duties represented good use of their time" and "less than a quarter of full-time teachers felt

their workload allowed them to pursue personal interests outside work all/most of the time” (Deakin *et al* 2010 p.3). For classroom teachers, around 70% of their workload is split between “teaching” and “planning, preparation and assessment” with slightly more spent on the former (Deakin *et al* 2010 p.35). The remaining time is spent mainly on non-teaching contact with pupils and parents, followed by administrative, managerial and personal/professional activities. While the government (DfE 2010) has recognised that teachers “feel constrained and burdened” (p.16) and is seeking to “reduce unnecessary prescription, bureaucracy and central control throughout our education system” (p.40), it is not clear whether workload will be reduced. In the short-term at least, further reforms to the National Curriculum, qualifications, teacher training etc. may have the opposite effect of increasing teacher workload.

Recent inspection evidence is inconclusive in terms of which of the current routes into teaching are most effective (Ofsted 2010a p.59–60). Of the 125 initial teacher education (ITE) providers inspected in the academic year 2009–10, over three times as many higher education institutions (HEIs) were judged outstanding as school-centred or employment-based routes. However, 94% of the former and 93% of the latter were judged good or better. It may be more informative to consider the features of both main types that are deemed to be beneficial to teacher training. Ofsted (2010a p.61–61) indicate that the best providers:

- have “strong partnerships between universities, schools and colleges which are characterised by high expectations of trainees’ achievement and good communication”;
- ensure “that trainees’ subject knowledge for teaching is audited, developed and monitored closely throughout their training”;
- in employment-based routes, through “strong links with a higher education institution or school-centred consortium”, enable trainees “to reflect critically on the impact of their teaching on learning and make progress through the integration and application of theory and practice”;
- “encourage trainees to be innovative, to be confident in trying out new teaching and learning strategies and not to be afraid of taking a risk”;
- in terms of phonics and early literacy skills, “have identified schools across their partnerships where practice in this area is excellent, so that trainees can learn from expert practitioners but this has yet to become a common feature of initial teacher education”;
- have the “ability to sustain high quality training through establishing a culture of self-improvement and promoting innovative practice”.

We also recognise that training teachers to work in challenging circumstances is a significant support for trainees as the BCU retention figures suggest when compared with other providers in the sector.

While recognising that effective practice is not necessarily transferrable between countries, international evidence is also worth considering. The OECD (2010) provides a useful description of features common to teacher recruitment, training and development in high-performing countries as measured by the Programme for International Student Assessment (PISA). These can be summarised as follows:

- Training centred on a small number of “university based teacher-education colleges”, with high status in the university and entrance requirements for trainee teachers comparable with other professions.
- A training model that is “based less on preparing academics and more on preparing professionals in clinical settings”, involving more time and better support in schools.
- Schools are associated with the university and “develop and pilot innovative practices, and foster research on learning and teaching”.
- Trainees are equipped to “diagnose student problems swiftly and accurately” and “draw from a wide repertoire of possible solutions”.
- Training has a strong focus on subject-specific pedagogy and part of the university role is to provide trainees with high-level knowledge in the subjects they will teach.
- Trainees develop action research skills to help them systematically improve their practice and are expected to share their development with others.

(OECD 2010 p.239)

These international findings are echoed in Ofsted’s inspection evidence for “good professional development”, whereby the most effective schools’ prided themselves on being “learning communities”, creating “a culture where staff were strongly committed to discussing and improving teaching and learning” often in “research and development groups” (Ofsted 2010b p.17). High quality CPD seems essential in order to develop the teaching workforce including those who train the next generation of teachers.

The new standards are very helpful, open and should encourage trainees to enrol, however, as they are not directly continued through into early and subsequent years of experience their application and effectiveness may be limited. We hope that there will be guidance in order to facilitate their implementation.

To summarise, the evidence suggests that issues of teacher recruitment, retention, training and quality are complex and need to be addressed in a holistic way. The key factors in recruitment and retention appear to be work-life balance and teacher status, the latter being more about respect for teachers among society, parents and pupils than financial incentives, though encompassing both. In terms of identifying trainees for entry to

training programmes, a combination of qualifications and selection processes that assess relevant subject knowledge, motivation to teach and interpersonal skills for teaching remains fit for purpose. If literacy and numeracy tests are to be retained, their earlier use as an entry requirement for training seems sensible. High quality teacher training and professional development are most likely to be maintained through close partnership between schools, their overseeing bodies, professional associations and universities, to develop communities of practice and research. Whilst the majority of trainees' time on one-year post-graduate secondary programmes is already spent in schools (currently over 70% on BCU's secondary PGCE), it is important for trainees to experience several different school contexts (at least three on BCU's secondary PGCE). A training model that is based in one school only risks losing a wider teaching perspective and lacks breadth of experience in different pupil, school and community needs. Through partnerships with HEIs, trainees and serving teachers need opportunities to underpin practice with research and critical reflection. In regarding teaching merely as a "craft" that can be learned on the job the government is missing the point about research based practice and underpinning knowledge, etc, etc. I like the idea of having a genuine partnership between ITE and school-based training but is the government aware of just how difficult it is to engage many primary schools in the notion of partnership? There is also a crucial role for HEIs in quality assuring the assessment processes of trainee teachers and awarding QTS when standards have been met.

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- November 2011

Written evidence submitted by School Travel Forum

EXECUTIVE SUMMARY

The School Travel Forum (STF) welcomes the Education Committee's inquiry into attracting, training and retaining the best teachers. In this submission the STF would like to highlight the benefits of learning outside the classroom and the importance of ensuring that teachers have the skills to teach it effectively. We would also like to bring to the committee's attention that by working with organisations such as the School Travel Forum, schools can overcome the health and safety barriers and bureaucratic burdens involved in arranging outdoor learning experiences, enabling them to deliver effective and safe travel.

In this submission we have used our experience to highlight the following areas:

- The worrying decline in school travel in recent years due to health and safety concerns and bureaucratic procedures as well as a perceived fear of litigation which restrict teachers from organising school trips.

- Our concerns around the new teaching standards which weaken the role of learning outside the classroom in teacher training.
- The role of the STF in supporting schools undertaking outdoor learning experiences to overcome such health and safety burdens and deliver effective and safe school travel.
- The need to promote existing accreditation schemes to schools which identify centres of excellence in health and safety in outdoor education such as the Learning Outside the Classroom Quality Badge.

ABOUT THE SCHOOL TRAVEL FORUM

Since its inception in 2003 the School Travel Forum has won widespread recognition and support for the way it simplifies and provides essential reassurance for leaders looking to organise study, sports and ski trips. The STF, which includes the major companies in the school travel business, has estimated that around 40% of all school visits are organised through our members. Our members are required to adhere to a rigorous Code of Practice and Safety Management Standards and are externally verified each year by a leading Health and Safety Consultancy. Founded in 2003, the School Travel Forum is a democratic, not for profit organisation of leading school tour operators that promotes good practice and safety in school travel.

Our objectives include:

- Promoting best practice in educational school travel and support the principles established by the Learning Outside the Classroom Manifesto.
- Designing and promoting sector-specific standards that will be periodically reviewed and adapted to reflect changes in education, health and safety legislation and any other relevant influence.
- Ensuring the needs of schools and teachers are understood and adopted into our standards by regularly meeting bodies such as the Learning Outside of the Classroom Council (LOtC), the Department for Education (DfE), the Outdoor Education Advisors Panel (OEAP), Head Teacher Associations and Teacher Unions.
- Ensuring that independent assessment of travel companies offering educational travel in line with the requirements of the LOtC Quality Badge and the STF Code of Practice.
- Providing a forum for members to discuss non-competitive issues of common interest and concern.

BACKGROUND TO LEARNING OUTSIDE THE CLASSROOM

Benefits

The known benefits for pupils of learning outside the classroom are many and varied. They include: improved engagement and attendance; the development of learning and thinking skills; and the strengthening of personal, social and emotional development (eg confidence, self-reliance, and management of risk). School trips are becoming increasingly recognised as an important, irreplaceable part of understanding your subject in the real world, as well as being an excellent opportunity for team building and personal development. Evidence also suggests that low attainment can frequently be linked to a lack of engagement in the teaching style, making it vital for schools to examine and use a wider and more flexible range of teaching methods, such as outdoor education, to engage all pupils, particularly those who are at risk of becoming NEET. Ofsted strongly supports the value of outdoor learning experiences as part of a full and rounded education, noting that when well planned and executed, learning outside the classroom “contributed significantly to raising standards and improving pupils’ personal, social and emotional development”.¹

Decline

However despite the benefits, in recent years there has been a steady decline in outdoor learning. A survey by the Association of Teachers and Lecturers (ATL) concluded that children have fewer opportunities to learn outside the classroom than in the past, noting that 17% had not taken their pupils on school trips in the last 12 months. The former Children, Schools and Families committee conducted an inquiry into Transforming Learning Outside the Classroom in 2010 which warned about the lack of growth in recent years in the number of trips and visits offered by schools.² The report also found that pupils from poorer areas are still much less likely to access school trips and argued that there is a danger of children becoming “entombed” in their homes. More recently the Science and Technology Committee expressed its concern over the decline of outdoor learning and recommended that a science teacher should demonstrate he or she has maintained the practical classroom skills, fieldwork and associated risk assessment skills necessary to be a good science teacher.

ROLE OF THE STF IN ASSISTING TEACHERS TO ORGANIZE SCHOOL TRIPS

The STF works to assist schools in identifying external travel providers who deliver good quality teaching and learning experiences and manage risk effectively. Working with a travel company helps reduce a large amount of risk-assessment administration involved with trips. This not only reduces the burden on teachers but also helps schools to make savings through more effective procedures.

¹ Ofsted, *Learning Outside the Classroom: How far should you go?* (October 2008)

² Children, Schools and Families Select Committee, *Transforming Education Outside the Classroom* (March 2010)

If schools do their own organisation they put themselves in much the same position as supplier travel companies, responsible wholly for health and safety, and possibly subject to the Package Travel, Package Holidays and Package Tours Regulations 1992 for some of the visits. However, if they use travel companies then schools are in effect the customers and entitled to all the protection afforded by the health and safety laws, contract law, trade description legislation, and the above Package Travel Regulations. They will be relieved of the burden to assess the safety management of the component parts of the visit, though they will need to satisfy themselves that the Tour Operator has done so adequately. What remains will be a group risk assessment which can be described as their group management plan.

For teachers, membership of the STF provides an assurance that a provider:

- Meets their need for due diligence.
- Takes account of the needs of users.
- Operates in a healthy and safe environment.
- Has an emphasis on “learning/skills” outcomes.

In recent years headteachers job has become more demanding as they now work with many more external partners. For example they are responsible for ensuring that all school visits and activities are properly planned and executed. The STF helps to relieve the pressure on a headteacher and the senior leadership team of a school by covering much of this responsibility. This enables headteachers to dedicate more time to ensuring a high standard of teaching and learning.

PROPOSED TEACHING STANDARDS

The School Travel Forum would like to bring to the committee’s attention our concern about the specific plans in the new teaching standards to weaken the role of learning outside the classroom in teacher training. The new standards propose that teachers will be required to “plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired”.

We strongly believe that that the proposed standards in their current form represent a big setback in supporting teachers to develop skills which will enable them to employ the full range of teaching and learning approaches available, both inside and outside the classroom. Teacher training is widely seen as a barrier to getting more pupils out of the classroom and there is evidence that a lack of training has meant new teachers did not have the confidence to lead trips.

The School Travel Forum would like the Government to develop new standards which ensure a high status for learning outside the classroom in Initial Teacher Training and the standards which underpin it will be the most effective way of equipping future teachers of science with the skills to take their students into the “outdoor classroom”.

We, therefore, feel it is crucial that the standards are revised so that future teacher training at least ensures that trainee teachers:

- Attend, and have an active role, in a school visit as part of their training.
- Plan and lead a lesson with pupils outside the classroom as part of their training.
- Receive at least 4 hours of training in out of classroom learning as part of their ITT.

The School Travel Forum feel more needs to be contained within the proposed standards to ensure that trainees have the skills to meet the modern day challenges of teaching learning outside the classroom to the next generation of children and young people.

The known benefits for pupils of learning outside the classroom are many and varied. They include: improved engagement and attendance; the development of learning and thinking skills; and the strengthening of personal, social and emotional development (eg confidence, self-reliance, and management of risk). However anecdotal evidence has pointed to a decline in outdoor learning at the school level due to a fear of litigation after accidents and the time commitments for organizing trips.

We strongly support the findings from the cross party Children, Schools and Families Committee report published last year which concluded that the likelihood of children enjoying any green space at all had “halved in a generation”. A survey by the Association of Teachers and Lecturer last year also found that the number of school trips had declined over the last three years.

Any reversal in the decline in school trips will have to be led by teachers. The STF would like to raise the importance of adequate teacher training in order to equip teachers with the skills to meet the modern day challenges of teaching the curriculum through high quality outdoor education. Teachers are the gatekeepers of students getting out of the classroom and the commitment of teachers and school managers to outdoor education will be vital in any reversal of the decline of education school trips. Teachers must have the knowledge, skills and experience to deliver effective outdoor education in order to enhance every child’s engagement with their education.

However, evidence suggests that the UK is not currently producing sufficient numbers of teachers with the necessary skills to deliver effective outdoor education. A recent report by Kings College London found that

the one of key barriers to learning outside the classroom was a lack of teachers' confidence, self-efficacy and access to training.

It is almost impossible to imagine how the current levels of professional development in teaching in out-of-school contexts will be improved when the standards are weakened, allied to the fact that a growth in number of initial teacher training locations could make inspection and monitoring even more difficult.

The STF is concerned that currently there is a real lack of understanding about what makes a good quality teacher. We believe this lack of understanding is exacerbated by a lack of rigorous research data and we consider that this is having a negative effect on the quality of teacher training. We would like to see greater efforts to commission research into "what makes a good teacher".

Our members' diverse experience suggest that the key ingredients of good teaching should include providing diverse opportunities for "active learning", the ability to encourage pupil engagement, the innovative use of ICT, making learning interesting, and explaining things clearly.

LEARNING OUTSIDE THE CLASSROOM QUALITY BADGE

The School Travel Forum would like to put on record that we are one of the Awarding Bodies for the Learning Outside the Classroom (LOtC) Quality Badge which is the self regulation scheme with the widest acceptance. The Quality Badge provides for the first time a national accreditation combining the essential elements of provision—learning and safety—into one easily recognizable and trusted Quality Badge for all types of Learning Outside the Classroom provider organizations.

We would like to stress that the Quality Badge has been successful at providing a simple, easily accessed single portal which combines the strengths of existing schemes. The LOtC Quality Badge significantly reduces red tape for teachers when planning visits, removing barriers in tangible terms. It also benchmarks effective risk management, combating cotton wool culture within schools.

However, not all schools are aware of the Quality Badge despite the great potential it has in making the job of organizing school trips for teachers easier. We would like to work with the Government to ensure that the Quality Badge scheme has a greater role to play in schools across the country.

November 2011

Written evidence submitted by the University of Birmingham

What evidence is available to help identify the sorts of applicants who become the most effective teachers, and the strategies known to be effective in attracting these applicants?

1. Teacher effectiveness in this context should to be defined as being highly effective in enabling children and young people to learn, both in terms of subject and in broader personal and character development. However tightly and narrowly we choose to define learning in these arenas (and numerous versions of the National Curriculum provide examples of this) the key variable in this work are the learners themselves, our children and young people. Their hugely varying backgrounds, motivations and potentials require an equally diverse range of approaches from an equally diverse range of teachers who, if effective, can make a genuine difference to the learning and lives of our children and young people.

2. The first lesson is, therefore, that there is no single personality type, or a single checklist of personality traits, that provides the basis for an effective teacher. However, there are key characteristics, capabilities and experiences that do provide indicators of likely effectiveness, with training, development and support including:

- (a) Academic qualifications and achievement in a relevant subject(s)—at least a 2:2 degree plus relevant A Levels or equivalent and GCSEs in English and Mathematics at grade C or better;
- (b) Commitment to young people, learning and teaching—for instance, successful experience of working with children and young people in schools, youth organisations, leading training in the workplace;
- (c) Successful experience outside education—for instance, work, travel, volunteering;
- (d) Capacity for critical reflection—for instance, a clear track record of reviewing their own learning and development, a commitment to and capacity for continual improvement; and
- (e) Resilience and determination—normally demonstrated through most or all of the above contexts.

3. As for attracting such people so that they apply, the normal marketing and informational strategies are necessary so that people are aware of what a career as a teacher can offer in personal, professional and financial terms and the campaigns and events run by TDA have been valuable in doing this alongside provider marketing and information. Together, these approaches generally succeed in attracting sizable numbers of applicants through different economic cycles.

4. However, all the above, while necessary, are not sufficient if we are seeking to attract specific kinds of applicants. The kinds of people outlined above as having the potential to be really effective teachers are careful and systematic in their approach to choosing a new or a second (or third) career. They may well find the

information provided by such strategies useful but they will want more and they will want this personalised and, preferably, from the people who will be training them.

5. Thus, it is provider specific, applicant focused strategies that provide the means for attracting potential excellent applicants and converting them, provided they are genuine, into excellent trainee teachers.

6. Such strategies are deceptively simple, harder to carry through in practice but hugely effective. They require the full engagement of the teacher trainers in Universities and in schools, for instance, inviting potential applicants to preliminary visits, to carry-on conversations, face to face, telephone or electronic, and, potentially, over long periods of time, about their situations and applications, linking them to existing and past trainees now in teaching and providing them with personalised advice and feedback on all stages of their application.

7. This models the kinds of professional practices excellent teachers use in their work with children and young people and their families. It also responds directly to the individual requirements of these kinds of applicants and helps them think in depth about their applications and their possible futures as teachers. It sometimes helps individuals to decide that teaching is not for them. Others, the majority in our experience, are doubly motivated to apply and to excel in their training.

8. In summary, therefore, there is evidence of and experience in identifying and attracting the best people into teaching and we at the University of Birmingham have contributed to this. It means we incur additional costs, notably but not exclusively time. However, if it means we recruit the best people then these costs are wholly justified. We only need look at how seriously businesses regard selection and recruitment to note the parallels. It also means that new teacher training providers in any new policy context will have to maintain such high standards of professionalism and be funded to support the kinds of work required.

Whether particular routes into teaching are more likely to attract high quality trainees, and whether the Government's proposed changes to initial teacher training will help to recruit these trainees

9. In relation to current routes into teaching (as of autumn 2011), the trend reported by OFSTED and the University of Buckingham shows that Universities have long had better qualified applicants in terms of academic achievement and that the 2:2 degree minimum is common with many Universities including Birmingham usually having a majority of trainees holding 2:1s and above. Teach First is also prominent in this picture.

10. In relation to the other key requirements outlined earlier in this submission, experiential elements are more likely to be emphasised by some Universities including Birmingham, by Teach First and in school-based (SCITT) and employer-based (EBITT) providers. In contrast, there remain some Universities who seek to fill their places as soon as possible in the year. In contrast, other Universities including Birmingham and the other kinds of providers mentioned above are often more likely to see the recruitment year as just that, a year in which to find the best people for the training.

11. This is an important point. It is not about whether fresh graduates are better or worse potential teachers than older, more experienced people. It is about an approach to marketing and recruitment that is not concerned with filling places as quickly as possible but which is also focused on recruiting the best trainees in the context of the definition in paragraph 3.

12. There is a tension here since, if places are not filled, there are both financial and OFSTED implications. Perhaps the quality of trainees in relation to inspections needs to be broadened beyond the purely academic criteria currently used? For example, if we wish to recruit people into the teaching profession with high academic qualifications, valid life experiences and personal characteristics such as resilience then government requirements and guidance needs to reflect this. Once again, it depends on how serious the policy makers are in helping to ensure the best people are attracted to teaching and supported to become teachers.

13. In summary, therefore, in the current system, some providers across all routes, including Birmingham, are already engaging with this issue. In order for all providers to view their recruitment in this fashion, there may well need to be explicit changes to the government requirements and guidance on what makes for appropriate trainees and for this to be echoed in inspection and funding systems so that all providers are both supported and, if need be, penalised for their performance in this area.

14. The government's proposed changes to teacher training are, at the time of writing, still in broad policy form. Some key policy intentions are, however, evident:

- (a) A fundamental shift in initial teacher education over the next five years or so away from Universities as direct providers to a situation in which schools play a leading role with the position of Universities yet to be defined, but certainly playing a more supporting role.
- (b) A vision of a much "freer" market like approach to initial teacher education with increased localism and variety of approaches. Teaching Schools are one expression of this. University Training Schools are another where a University would effectively take on responsibility for the running of a school and use it to model best practice, facilitate training and education for teachers and engage in research. We at Birmingham are very interested in this possibility and, should we set up such a school, in working closely with Teaching Schools in the region, not least, to build some coherence into the new system.

- (c) Trainees following programmes from 2012–13 will have their support based on that available to undergraduates. Bursaries will remain at a fairly low level except for those in high priority areas where a stepped bursary system will seek to incentivise the best qualified in shortage subjects to become teachers.

15. These changes will need to be managed very carefully if the dangers of incoherence and fragmentation are to be avoided. Potential applicants will need a very clear route map to follow and providers will need both incentives and penalties to help them to operate to best practice standards in marketing and recruitment.

16. The existing providers characterised as seeking to recruit the best trainees (as defined in paragraph 3 above) would assert that they already spend more time (and therefore money) than is provided or in the funding formula on this aspect of the work. Most trainees are currently recruited and trained by University in partnership with schools through a process of co-construction and operation of courses, including the recruitment processes. These are the providers and close working partnerships that government policy will remove from leading roles in the future. The loss of expertise and commitment to teacher training will be huge and the loss of a relatively coherent and understood system for teacher training will affect all potential trainees.

17. That is not to deny government its right to change policy and practice. It does, however, require large scale and very detailed transition planning and operations as well as funding to support these in practice if the supply of new teachers into the profession is not to be seriously disrupted. If we are serious about recruiting the best people in to teaching then all this becomes ever more important.

18. In summary, therefore, in relation to the emerging new system, there are still huge areas of uncertainty and a vacuum of information. This is at a time when the recruitment cycle is about to start and when no numbers, subjects and funding have been allocated and no detailed transition plans are in place. It has to be noted that a characteristic of current government policy and practice on all this is the relative absence of such detailed planning and support and, of course, funding is very scarce! Some current providers, particularly universities who are facing major changes in other parts of their work are, naturally, considering whether or not to continue working in teacher training. Overall, therefore, we should be very worried about the possible threats posed to the supply of teachers to the country by all this.

What evidence is available about the type of training which produces the most effective teachers and whether the Government's proposed changes to initial teacher training, particularly the focus on more school-led training, will help to increase the number of good teachers in our schools?

19. OFSTED is clear—the 2011 Annual Report concludes that University led provision provides higher quality outcomes. The University of Buckingham is more ambivalent. It grades providers on a set of criteria, all of which are also used by OFSTED who, of course also visit, observe and analyse practice in the field. Buckingham questions OFSTED's inspection grading but provides no valid and reliable evidence whatsoever to support this view.

20. A call for more school-based elements to training also seems to ignore the fact that programmes are already school-based and outcome focused with two thirds of professional training having to be in schools. Numerous providers exceed that, have schools and teachers involved at all stages and have trainees working in schools throughout the training period.

21. That is not to say that there should be no change whatsoever. Indeed, providers of all kinds are reported by TDA and OFSTED to be increasingly engaged in self evaluation and improvement activities and to good effect. It is fair to say that, had government engaged with providers more systematically about changes to ITT, it would have received numerous ideas and support for deep change for improvement.

22. However, the very limited and partial nature of the consultation prior to the Standards and ITE reviews and documents has served to support a suspicion that the Coalition knew the answers it wanted to its own questions well before any consultation started. The flat rejection of the work of its own standards body, OFSTED on teacher training stands in clear contrast to government using OFSTED to support policy changes elsewhere in education.

23. Similarly, the very limited research and practice evidence base for the proposed changes stands in stark contrast to calls for education practice, particularly learning, teaching and assessment, to be more evidence informed. Simplistic parallels with teaching hospitals, apprenticeships, selective references to teacher training in other countries and an over reliance of ideological assumptions tend instead to indicate a lack of rigour and depth to the policy analysis.

24. In summary, therefore, there is clear evidence about which of the current routes into teaching are more effective. This evidence does not seem to have been used by government in developing their proposed changes to teacher training and there is little or no evidence to support these precise proposals. It is, therefore, difficult to predict how the proposed changes will impact on improved teacher effectiveness.

How best to assess and reward good teachers and whether the Government's draft revised standards for teachers are a helpful tool?

25. The replacement with "good" for what has previously been termed "effective" in the Select Committee's questions may or may not be significant. To be consistent, this submission uses effective to signify good and outstanding teachers.

26. We assume the intention here is to assess and reward so as to keep these teachers working as practitioners as opposed to school leaders and managers. This is a commendable intention.

27. Assessing practice is currently undertaken in most schools through systematic observations and an associated system of performance management. Such an approach is fundamentally sound but the training and skills of those involved in the observation process and the all pervading presence of OFSTED can all too often mean that observation criteria are OFSTED derived and performance managements linked to inspection and accountability as opposed to a focus on the learning of children and young people.

28. Thus, what is required is much better education and training for observing practice with an overwhelming emphasis on the learning and a greater distance from OFSTED's inspection criteria. These latter themselves would benefit from the same revised learning focused education and training for inspectors so as to lessen the deadening effect on schools and teachers. Research and expertise exists that would inform such developments.

29. Rewards might well include financial and career status incentives. The latter need opening up dramatically. Let us have outstanding practitioners involved in teacher training, professional development, working across schools and between schools while, at the same time, still teaching in their own schools for a proportion of their time. They should also be supported to take Masters or Doctoral qualifications in learning related areas, linked to their work as outstanding teachers. This would help to maintain and grow capacity in their schools while growing capacity in other schools and in teacher training. It would also appeal to such practitioners who tend to see themselves as learning experts and who want to learn more.

30. In summary, we support the valuing of learning and of excellence in professional practice. Assessing and rewarding such excellence should, itself, be linked to learning and informed by research into learning.

What contribution professional development makes to the retention of good teachers?

31. Our response to this question will extend its scope to consider professional development in terms of retention but also in terms of contributing to maintaining and increasing teacher effectiveness, the issue raised earlier in the consultation.

32. Professional development is considered in most professions to be mandatory. There are obvious and very sound reasons for this, particularly as in such settings, law and policy changes continuously while research and practice advances. All this needs practitioners to update and improve their practice continually.

33. In some cases, retaining professional status requires such professional development and much of it (increasingly) is linked to accreditation from Universities. In state funded professional contexts, this is normally supported by employers financially and, often, in time.

34. For teachers, this year has seen the withdrawal of all such funded support for accredited professional development with limited continuation funding for two years to support those already on Masters programmes, while school professional development budgets are being squeezed. The MTL programme whereby all newly qualified teachers would, in time, have been able to take full Masters programmes of professional development, has also been cancelled.

35. This contradicts government declarations that it will learn from world class education systems around the world. In Finland for instance, a country often quoted by government as representing best practice and noted by OECD as one of the most effective education systems in the world, all teachers have to qualify at full Masters level as part of their professional development.

36. It also flies in the face of evidence from government funded evaluations of the effectiveness of accredited professional development.

37. In summary, therefore, the effects of professional development on retention and on increasing effectiveness should be evident. Once again, there is no reason to support everything that has existed previously both in quality and financial terms. Again, more inclusive and considered consultation with providers would have resulted in changes and financial savings. No such consultation took place. Meanwhile, the complete withdrawal of central funding and the limitations now on school budgets sends a clear message to intending, new and experienced teachers.

How to ensure that good teachers are retained where they are most needed, particularly in schools in challenging circumstances.

38. At least part of the answer to this question lies in the answer to the previous question above. High quality professional development both recognises excellence and challenges people to improve further.

Financial incentives might also provide another part of the answer. The answer to the question on assessing and rewarding teacher provides further approaches.

39. In short, and this may well be why the Committee placed this question after all the others, the answer to this question lies in the answers to all the previous questions. Careful and effective selection and recruitment followed by excellent initial training; continual assessment and rewards for excellent practice once teaching in schools supported by, sharply focused, challenging and effective professional development; and even financial recognition too. All these will contribute not simply to retention but to increasing effectiveness of teachers.

November 2011

Further Written evidence submitted by the University of Birmingham and NISAI Virtual Academy

1. This submission is a supplement to that provided by the University of Birmingham and should be read in the light of that document.

2. The NISAI Virtual Academy (NVA), created by the NISAI Group, is an award winning online learning community and real-time teaching environment that is internationally recognised as a world leader in personalised learning. It enables Hard to Reach Learners, those who are excluded from traditional education because of illness, disability, behavioural problems or child poverty, to access full and proper education online. This is vitally important as:

- (a) Over 100,000 young people require education outside the traditional education system each year;
- (b) Nearly one in 20 people in the UK are affected by behavioural issues;
- (c) Nearly four million children in the UK live in poverty; and
- (d) 1 ¼ million children and young adults are medically vulnerable.

3. These students possess the same potential as those who can access mainstream education but due to reasons mostly beyond their own control they simply don't have the opportunities to realise their potential. Provision of high quality teaching will help support opportunities for these learners.

4. The University of Birmingham is a long established provider of Teacher Training rated "Outstanding" by OFSTED and has a world class reputation for its teaching and research in Education.

5. NISAI are working with schools and local authorities across the country, exploring ways to work together to address the educational needs of Hard to Reach Learners. The University is collaborating with NISAI to further this work.

6. Both organisations see initial teacher training as providing a powerful means of addressing this need through the provision of small numbers of specially trained new teachers motivated and equipped to work with these learners in a wide range of settings.

7. To this end, the government's opening up of initial teacher training to new providers and approaches seems to offer a possible way forward for a new partnership between the University and NISAI to work in this area.

8. In the light of the above, short submissions, supplementing those made in the University of Birmingham submission, are made under the relevant Select Committee headings below.

What evidence is available to help identify the sorts of applicants who become the most effective teachers, and the strategies known to be effective in attracting these applicants?

9. Nothing additional to the University of Birmingham submission.

Whether particular routes into teaching are more likely to attract high quality trainees, and whether the Government's proposed changes to initial teacher training will help to recruit these trainees

10. In addition to the University of Birmingham submission, NISAI and the University would like to make the following points.

11. A close partnership already exists between NISAI, schools and the University of Birmingham. This has allowed the co-construction of Masters level programmes of continuing professional development for the teachers NISAI currently employs. It is this kind of partnership, in this case between private and public sector organisations, each with a track record of quality and innovation that will provide innovative and excellent quality programmes of Teacher Training provided the policy environment allows this.

12. In our view, the involvement of the University is essential as is the role of NISAI and schools in addressing the needs of Hard to Reach Learners. Any future teacher training policies need to maintain University involvement and encourage the entry of organisations such as NISAI so that the needs of all learners can be met more effectively.

What evidence is available about the type of training which produces the most effective teachers and whether the Government's proposed changes to initial teacher training, particularly the focus on more school-led training, will help to increase the number of good teachers in our schools?

13. Nothing additional to the University of Birmingham submission.

How best to assess and reward good teachers and whether the Government's draft revised standards for teachers are a helpful tool?

14. Nothing additional to the University of Birmingham submission.

What contribution professional development makes to the retention of good teachers?

15. In addition to the University of Birmingham submission, NISAI and the University would like to make the following points.

16. Working together, the NISAI and the University have developed and run a Masters Level CPD programme which has now formed the basis for all professional development in the NISAI Virtual Academy. This is having clear impact on the professional practice of teachers and on the quality of students' learning. The motivation and overall performance of staff has been similarly improved with a consequent effect on retention.

17. In short, therefore, professional development with depth, rigour and relevance, directly connected to teachers' day to day practice is hugely important.

How to ensure that good teachers are retained where they are most needed, particularly in schools in challenging circumstances.

18. Nothing additional to the University of Birmingham submission.

November 2011

Written evidence submitted by Catholic Education Service

INTRODUCTION

1. As well as providing initial professional training routes for teaching, the Catholic Higher Education institutions (HEIs) are active providers of continuing professional development (CPD) for teachers. Our teacher education departments are consistently rated very highly through external inspection and are already successfully involved in the kind of partnerships with schools that deliver the high quality mix of academic rigour and practical skill-based training required to develop good teachers. They provide a solid foundation for the Government's proposed focus on more school-led teacher training. A substantial number of all school teachers are trained by the Catholic HEIs who also provide a constant supply of suitably trained teachers for Catholic Schools.

Evidence available to help identify applicants who become the most effective teachers & effective strategies to attract them

2. CESEW would generally support moves to improve the qualifications and thus the calibre of entrants into the profession, and supports the provision of opportunities for all, including those returning to education even if this means exploring alternative and equivalent qualifications. We would therefore be in favour of a broad range of tools to identify potential and a broad range of opportunities available for potential student teachers to enable them to achieve an agreed minimum benchmark. We are not aware of evidence which suggests a strong correlation between applicants' entry qualifications and their subsequent performance as teachers although we acknowledge the academic elements of the undergraduate teacher education curriculum. PGCE courses in our institutions attract a wide range of applicants, including: significant numbers of mature students; applicants who seek to meet the specific needs of Catholic schools; suitably qualified RE teachers and those from groups under-represented in higher education or in the teaching profession. Although we would broadly support the Government's proposal to introduce a PGCE entry requirement of a 2:1 degree, this could well deter suitable candidates who have yet to meet this specific criteria and so we would urge flexibility.

Routes into teaching more likely to attract high quality trainees & whether Government's proposed changes to ITT will help recruitment

3. The Catholic HEIs attract highly qualified applicants for both their undergraduate and their postgraduate ITT programmes. These are almost always heavily oversubscribed and the Institutions are therefore able to select high quality candidates and those who show the potential to become good teachers. Existing partnerships with schools are effective and provide opportunities for collaborations in: student recruitment, course design, training and assessment. For primary teachers the undergraduate route has demonstrated its appropriateness in selecting and equipping high quality classroom teachers who are able to refine their skills and extend their knowledge and understanding over many years in an academic context. The undergraduate programmes are

delivered by our HEIs working closely in partnership with schools to ensure students have a wide range of classroom experience and are equipped to deal effectively with a wide range of abilities, behaviours and individual needs within a context of academic research and higher learning. We are a strong advocate for this undergraduate route into QTS for teaching in primary schools. It develops skilful, reflective and well qualified teachers who undertake their teaching rigorously, very professionally and equipped to meet the learning and pastoral needs of each pupil.

4. We trust that any proposals for independent scrutiny of Institutions' choice of candidates will be discussed in detail with higher education institutions and subsequently agreed with the representative bodies. Universities and our University Colleges are autonomous institutions. They are responsible for the selection of students and for awarding their own degrees. Admissions systems can be subject to normal scrutiny as with QAA audits more generally, but we would guard against removing the academic judgment from autonomous HEIs. The proposal for a single gateway for PGCE and Graduate Teacher Programme applications (including the initial numeracy & literacy testing) would be welcome. This would improve efficiency and would ensure that a central database of candidates who have passed the numeracy and literacy tests could be handled by UCAS/GTTR.

Evidence about what training produces the most effective teachers & whether Government's proposed changes, especially focus on more school-led training, will help increase number of good teachers in schools

5. Our Catholic HEIs would be well placed and willing to work in school-led partnerships for teacher recruitment and training. Critical to the successful development of such programmes will be the quality of work place experience and the supervisory capacity in schools. Students benefit from experience of more than one school. It is important that adequate supervised reflection on the placement experience is conducted in an academic, research enriched environment. It is in this way that foundations can be laid down for academically rigorous CPD, responsibility for which resides with the individual teacher. Catholic primary schools would probably need to be in groupings of Catholic schools to have the teaching resource for such an approach suggested by the Government. There are a number of important operational issues that require early and detailed consideration if school-led partnerships are to operate effectively. These include how the roles of schools and HEIs in trainee selection might be achieved. The requirement that the HEI partner undertakes periodic review of all their provision, including their ITT programmes, to ensure quality and standards are maintained, could be problematic and significantly alters the role of the HEI from provider of academically rigorous, research informed educator to quality auditor. HEI-led ITT routes offer students a range of classroom learning experiences, spent in a number of different schools but within a context of faith based additional curricula e.g. the Catholic Certificate in Religious Studies and within a higher level, research informed environment. It also provides for more constructive peer sharing and learning from experience in different schools. There is also a body of knowledge that teachers need to fulfil their teaching role, eg, Health and Safety, Child Development, statutory matters, etc which we would argue can best be led or contributed to by HEIs.

How to assess & reward good teachers and whether Government's draft revised standards for teachers are helpful

6. Experience suggests that it is professional salary levels rather than bursary support which attract high quality applicants to a career in teaching. However, bursaries can enable socially disadvantaged students opportunities to engage in higher learning. We encourage the Government to make the revised standards for teachers simple and accessible so that trainees and serving teachers can easily understand and implement.

Contribution of professional development to retention of good teachers

7. CPD should be a clear entitlement and requirement for all teachers.

8. CPD is important for individual teachers, schools and pupils. CPD offers serving teachers opportunities for acquiring new knowledge & expertise, updating skills, and developing their professional practice to improve classroom performance. It also allows teachers the opportunity to reflect on their professional competencies and improves motivation by reinforcing personal self worth. Professional recognition by peers is important for even the best practitioners. The Catholic HEIs are committed to improving the professional knowledge and understanding of teachers and assisting them to apply their professional practice to support pupils' learning to best effect. This commitment to offering CPD for teachers led recently to a consortium which includes the Catholic HEIs purchasing the Teacher Learning Academy (TLA) from the General Teaching Council for England (GTCE). This will secure the future of the TLA's resources, providing classroom-based support for teachers to develop and evaluate their professional practice, after the expected closure of the GTCE in March 2012.

How to ensure good teachers are retained where they are most needed, particularly in schools in challenging circumstances

9. The Catholic HEIs already work successfully with schools to support the recruitment, retention and leadership training of qualified staff. We hope that the proposals for increased partnership working between

HEIs and schools will allow for local variation and build on the many excellent partnerships that already exist across the country in our Catholic Schools community.

10. It is likely that some applicants might wish to apply direct to a particular school for both their initial training and subsequent employment, especially those who need to live and work locally due to personal and family responsibilities. School-led routes may attract good applicants from the local area, particularly those who may already be working in partnership schools as teaching assistants and those who have been following Foundation Degrees. Potentially these might include a significant proportion keen to remain in their local community and wishing to work in their local diocese and local Catholic school. This might prove a successful model for attracting and retaining teachers within the Catholic schools sector.

November 2011

Written evidence submitted by Field Studies Council (FSC)

Introduction

1. The Field Studies Council (FSC) is delighted that the Education Select Committee has chosen to undertake an inquiry into *attracting, training and retaining the best teachers*.

2. The FSC is the UK's only education charity that specializes in field studies, working every year with over 3,000 school groups (most accompanied by one or more teachers) and 125,000 visitors to its national network of 17 Field Centres. The FSC is also a leading provider of fieldwork training for trainee and early career teachers of geography, science and environmental science. In 2010, 21 universities came to FSC on PGCE courses, involving a total 700 of PGCE students. We also run professional development courses for Awarding Bodies and at the Science Learning centres.

3. Our responses to the questions below are based on extensive and fresh evidence. This shows that in subjects such as secondary science there has been a long term, and recently accelerating, decline in levels of fieldwork (ie. practical learning beyond the classroom) to a point where there are insufficient numbers of teachers with outdoor teaching skills (for example, see the recent Outdoor Science report published by FSC on behalf of the Association for Science Education (ASE)³). This trend conflicts with recent government and ministerial statements which have confirmed the critical role of fieldwork and field trips in subjects such as science and geography.

4. Any reversal in the decline in fieldwork will have to be led by teachers. The capacity and enthusiasm to teach in the field will need to be increased and ensuring a high status for fieldwork in Initial Teacher Training and career progression and the standards which underpin them will be the most effective way of equipping future teachers with competence, confidence and commitment to take their students into the "outdoor classroom".

What type of training produces the most effective teachers?

5. Opportunities to work alongside, and be mentored by, qualified and confident teachers are critical. This should include working with colleagues in other departments and schools (including across age phases and transitions) to exchange good practice and to learn from others' experience. The demise of experienced teachers who are able to lead fieldwork in subjects such as science means that this support is available only in some schools, and then only infrequently. In many secondary schools in particular, opportunities to exchange fieldwork good practice across subjects are not exploited as fully as they could be (this evidence is based on FSC enquiring whether geography teachers who often have fieldwork experience are involved in mentoring PGCE or early-career science teachers in their schools where such experience is lacking in the science departments).

6. Practical and "hands-on" training is the most effective way of learning how to teach outside the classroom. That is why the FSC and its partners, such as the ASE's Outdoor Science Working Group, believe that the government should include an explicit requirement for PGCE students and NQTs to take an active and leading role in teaching fieldwork.⁴ This requirement does not exist at present, and may be weakened further in the proposed standards—see section below.

What are the potential impacts of the proposed changes to Initial Teacher Training, including the increased focus on school-led training?

7. The FSC believes that ITT and Continuing Professional Development (CPD) is not working effectively enough to help produce sufficient numbers of science teachers (for example) to meet the modern day challenges of teaching fieldwork. This may be replicated in other secondary subjects. Published evidence shows that the quantity of fieldwork training and development within science ITT is highly variable: a significant proportion

³ Outdoor Science Working Group (2011). *Outdoor Science. A co-ordinated approach to high-quality teaching and learning in fieldwork for science education*. Association for Science Education/Nuffield Foundation. Field Studies Council Occasional Publication 144.

⁴ Outdoor Science Working Group (2007). *Initial Teacher Education and the Outdoor Classroom: Standards for the Future*. Field Studies Council and Association for Science Education. Field Studies Council Occasional Publication 122.

of university PGCE training providers offer no, or very little, training in fieldwork; and levels of fieldwork training during placements in schools are often unknown and are also likely to be missing from many.

8. The growth in number of initial teacher training locations to include several hundred Teaching Schools could make inspection and monitoring of the quality of training provision very difficult. There is already a dearth of information about the existing situation in schools that are mentoring PGCE students. Furthermore, the Government currently holds limited evidence on how best to prepare teachers for fieldwork has no measure of the status of fieldwork within ITT and “has made no assessment of whether the encouragement of fieldwork as a teaching method is adequately supported by teacher training courses”.⁵

Are the Government’s revised standards for teachers a helpful tool?

Initial Teacher Training

9. The QTS standard which is currently linked most clearly to supporting teaching in out-of-school contexts has disappeared. QTS 30 currently requires teachers to: *Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out-of-school contexts.*

10. The demise of this standard will undermine a national need to develop skills which will enable teachers to employ the full range of teaching and learning approaches available, both inside and outside the classroom. The importance of these approaches in supporting outstanding teaching has been highlighted in 2011 Ofsted reports in Science,⁶ Geography and History (for example).

11. The FSC and its partners on the ASE’s Outdoor Science Working Group strongly recommends that a strong and explicit reference to learning in an out-of-school context should be retained in the standards, and that this should underpin all levels of professional development. In order to help in securing the future for fieldwork FSC would specifically like to see the Government introduce minimum standards for ITT fieldwork training and development. These will ensure that all ITT students will have fieldwork training. Specifically, the standards or the associated guidance could ensure that trainee teachers:

- (a) Attend, and have an active role, in a school visit as part of their training.
- (b) Plan and lead a lesson with pupils outside the classroom as part of their training.
- (c) Receive at least 4 hours of training in out of classroom learning as part of their ITT.⁷

Continuing Professional Development

12. One of the weaknesses of the present standards is that there is no development of QTS30 (the one associated with out-of-classroom teaching, see section above) beyond the Q and C levels (ie through Post Threshold, Excellent Teacher and to Advanced Skills Teacher levels).

13. Without an obvious professional development underpinned by explicit standards, prospective PTs, ETs and ASTs (or their equivalent in future grading) don’t value CPD courses associated with *Teaching Skills: the Learning Environment* as highly as the other areas. It sends the wrong message about the importance of this area of competency to managers and colleagues. The lack of formal recognition in the standards also affects recruitment to CPD courses.

14. The FSC supports a main recommendations in the Outdoor Science report recently published by the Association for Science Education’s Outdoor Science Working Group which calls for “more experienced teachers to demonstrate their own role in providing fieldwork training for colleagues in other departments and schools (including across age phases and transitions).”⁸

November 2011

Written evidence submitted by Dawn Casson

A “good/outstanding” teacher is easily spotted by an experienced Headteacher.

1. These are the qualities which make them stand out. They have a passion for educating children, a clear understanding of pedagogy, a desire to help and nurture even the most challenging children. They demonstrate commitment and a desire to improve themselves. They are extremely self aware and always want to do better. They really care.

These qualities are clear even in discussion with the good teacher but are even more evident when observing them teach.

⁵ House of Commons Hansard Written Answers, 22 January 2009

⁶ Ofsted, *Successful Science*, (January 2011)

⁷ Outdoor Science Working Group (2007). *Initial Teacher Education and the Outdoor Classroom: Standards for the Future*. Field Studies Council and Association for Science Education. Field Studies Council Occasional Publication 122.

⁸ Outdoor Science Working Group (2011). *Outdoor Science. A co-ordinated approach to high-quality teaching and learning in fieldwork for science education*. Association for Science Education/Nuffield Foundation. Field Studies Council Occasional Publication 144

These teachers are always keen to make a difference and often want to lead change in some way, they have high standards in all aspects of school life from punctuality, to marking, to planning, to relationships with other staff and parents.

2. Personally I am not convinced that one particular route to teaching makes a good teacher. I believe that initial teacher training needs to attract people who are passionate about children and their futures, those who care and want to make a difference. If money is the sole purpose of becoming a teacher then this must be discouraged.

I have been disappointed with the quality of some NQTs that I have worked with in recent years. I have seen little passion and desire to make a difference to children's lives.

3. Those who have completed a B.Ed often have more understanding of pedagogy than those who complete a PGCE but the good teachers soon grasp this. I would imagine that more school-led training would increase the number of good teachers as their commitment and desire to learn would be obvious and can be nurtured but there must be a robust mechanism to ensure those who show little interest or are just "going through the motions" can be challenged and redirected to another career.

4/5. Giving good teachers the CPD they desire really enhances their performance and in turn has an impact on those around them. CPD is crucial and probably has more value to these teachers than reward, although obviously this is important.

6. Good teachers are retained when they are well supported by the senior leadership team and the LA. They must know that their contribution to the education of the children in the school is valued. It is also important that these teachers see underperforming teachers challenged. One really important point to take on board is that the best teachers are often deeply unhappy when they see ineffective teaching not being addressed. Headteachers need more power to address these issues.

November 2011

Written evidence submitted by Research Councils UK (RCUK)

1. Research Councils UK (RCUK) is a strategic partnership set up to champion research supported by the seven UK Research Councils. RCUK was established in 2002 to enable the Councils to work together more effectively to enhance the overall impact and effectiveness of their research, training and innovation activities, contributing to the delivery of the Government's objectives for science and innovation. Further details are available at www.rcuk.ac.uk

2. This evidence is submitted by RCUK and represents its independent views. It does not include, or necessarily reflect the views of the Knowledge and Innovation Group in the Department for Business, Innovation and Skills (BIS). The submission is made on behalf of the following Councils:

- Arts and Humanities Research Council (AHRC).
- Biotechnology and Biological Sciences Research Council (BBSRC).
- Engineering and Physical Sciences Research Council (EPSRC).
- Economic and Social Research Council (ESRC).
- Medical Research Council (MRC).
- Natural Environment Research Council (NERC).
- Science and Technology Facilities Council (STFC).

3. RCUK welcomes the opportunity to respond to the Committee's inquiry into Attracting, Training and Retaining the Best Teachers. RCUK are responding specifically to the following two points:

- (a) What contribution professional development makes to the retention of good teachers;
- (b) How to ensure that good teachers are retained where they are most needed, particularly in schools in challenging circumstances.

4. RCUK considers that professional development makes an important contribution to supporting, retaining and developing good teachers. In particular ensuring that teachers have access to the specialist knowledge, skills and real life examples to enhance their teaching and bring the curriculum to life. Indeed, studies have shown that teachers with good subject knowledge are more effective.⁹ Engagement with cutting-edge research and researchers is a key way to support teachers in developing this expert knowledge and confidence in tackling the more challenging aspects of the curriculum. This is an issue that a number of reports including a report¹⁰ from the BIS Science and Learning Expert Group have highlighted. In addition they have made the case of the importance of CPD as part of the solution.

⁹ Whelan (2009)—Lessons Learned: How Good Policies Produce Better Schools

¹⁰ Report of the Science and Learning Expert Group (February 2010)
<http://interactive.bis.gov.uk/scienceandsociety/site/learning/files/2010/02/Science-and-Learning-Expert-Group-Report-Annexes-31.pdf>

5. The RCUK Public Engagement with Research Programme, has a strategic commitment to “*inspiring young people to help secure and sustain a supply of future researchers to support the research base that is critical to the UK economy by encouraging engagement between young people and researchers*”. A key aim of the RCUK strategy is to enhance the experience of contemporary research for young people and schools teachers, encouraging more young people from a diversity of backgrounds to pursue relevant studies beyond 16 and follow R&D careers and enabling more to act as informed citizens.

6. RCUK consider engagement with teachers to be a key route to reaching and inspiring the next generation of researchers and fund a programme of Teacher Continuing Professional Development (CPD) entitled “*Bringing Cutting-edge Science into the Classroom*”. The programme is designed to help secondary school teachers across the four nations deliver some of the more challenging aspects of the curriculum in a way that captures and retains the interest of learners by bringing contemporary research into the classroom. It is also designed to support teachers’ development of specialist knowledge and to facilitate links between teachers and contemporary research. The Teacher CPD courses have been developed and delivered by the Science Learning Centre Network in conjunction with leading RCUK researchers and are clearly linked to the science curriculum. Bursaries are provided for teachers from state-funded secondary schools. A list of the courses are as follows: Drug Discovery and Development, Lifestyle and Health, Biodiversity, Performance in Sport, New Materials and Nanotechnology, Earthquakes and other Natural Disasters, Archaeology—Evidence in Context, Food Security and Agriculture, Genetics, Climate Change, Astrophysics and Sustainable Science.

7. A recent internal evaluation of Bringing Cutting Edge Science into the Classroom teacher CPD reported a number of strengths to the programme. The programme overall received high praise from both the teachers and researchers involved. Between 2009 and 2011, 1,470 teachers and 231 researchers were involved in the programme.

8. One of the key strengths cited by teachers in the evaluation was the access to real scientists: “*The opportunity to spend the day with cutting edge research scientists and then look at how to adapt and improve lessons to include this new knowledge for me was unrivalled.*” Quote from a teacher who took part in a contemporary science course “*Real scientists talking about real science...very accessible to people without a specialist background—amazing.*” Quote from a teacher who took part in a contemporary science course. As highlighted above 231 researchers took part in the programme, recognising the multiplier effect to be gained from working with teachers directly. One researcher involved in a contemporary science course commented: “*It’s a great idea—we researchers mostly talk to children and maybe get through to 10% of them. Speaking to teachers multiplies the impact of our work and can make its way to an engaged audience.*”

9. The evaluation highlighted evidence that the contemporary science element has the potential to be truly inspirational for teachers. In two of the courses participants commented that the course was the best they had taken part in. Courses were relevant to teachers’ needs, and teachers felt they had developed subject knowledge and skills, in particular in how to communicate contemporary science to their students. The topics were perceived as interesting to students, and the practical’s and other activities were regarded as useful for the classroom as well as for enrichment activities such as after school clubs. “*I was so impressed with the course—the speakers were excellent and the team activities very well thought out and relevant to teaching KS3, 4 and 5.*” Quote from a teacher who took part in a contemporary science course. Teachers valued the opportunity to reconnect with their own expertise and enthusiasm for science subjects. They also valued the opportunity to update their subject knowledge, the practical ideas they could take back to the classroom, and the ability to introduce ethical issues into lessons.

10. Courses held in non-Science Learning Centre venues were attractive to teachers and highly rated. Venues included research facilities such as the MRC Clinical Sciences Centre, the British Geological Survey in Edinburgh, and Colchester Zoo. Trips to CERN were particularly inspiring and memorable experiences for teachers.

11. The bursary was also a strong factor for teachers being able to choose this type of course over one that was clearly exam oriented. However, the introduction of the government’s “rarely cover” policy in September 2009 has made it harder for teachers to attend courses outside of the school that weren’t directly oriented to new exam courses or assessment. Contemporary science courses continue to be viewed as a luxury by many schools, the bursary provided by RCUK has therefore been vital to teachers’ attendance. The time of year has also affected recruitment with few teachers able to attend courses until after exam preparation has been complete. The summer term is the best for recruitment. To overcome difficulties for teachers in attending external CPD courses, courses were offered in evenings, at weekends and in school holidays. Whilst this was welcomed by many teachers, some head teachers are reluctant to apply pressure on teachers to commit to training outside of school hours.

12. RCUK would also like to draw the committee’s attention to the positive impact that other forms of CPD, in addition to courses such as access to extra-curricular enrichment and enhancement activities, make to excellent teaching. This is also the case in providing access to excellent researchers as role models. A recent report from the National Audit Office ¹¹ shows that schools participating in programmes such as Researchers in Residence (RinR), a programme placing early-career RCUK funded researchers in secondary schools for

¹¹ Department for Education: Educating the next generation of scientists (NAO report, November 2010) http://www.nao.org.uk/publications/1011/young_scientists.aspx

placements of 14 hours contact time, and STEM Clubs see a greater increase in the number of students taking sciences at GCSE. The NAO report also shows that schools participating in the RCUK Researchers in Residence scheme see more of the year group achieving grades A to C grades in A Level maths than those schools not participating in a scheme.

13. The RinR Scheme will close in January 2012 after 17 years. Encouraging engagement between young people and researchers continues to be a key element of the RCUK strategy. RCUK is therefore working closely with partner organisations to explore more effective delivery models to support researchers to connect with schools in the new policy landscape. RCUK are also reflecting on the government White Paper¹² and its implications for CPD and are keen work with the DfE and Teaching Schools in order to provide contemporary science courses in the future. RCUK would strongly recommend that the committee ensure that schools are encouraged and supported in participating in types of initiatives such as RinR and contemporary science courses to support excellent teaching.

November 2011

Written evidence submitted by the City & Guilds Centre for Skills Development

EXECUTIVE SUMMARY

The Government's proposed changes to initial teacher training are likely to support the recruitment of trainees with certain strong qualities, but in their current form the proposals will fail to attract a suitably diverse pool of trainees. Effective school systems cater to the societies and economies in which they operate. Those involved in delivering education in school are therefore required to understand the diverse needs, interests and strengths of learners, and the diverse range of pathways from school into further education and employment.

There is a fundamental flaw in the idea that a school system which aims to prepare students for a wide variety of progression routes should be run predominantly by university graduates. If the Government is to reach its goals for lowering youth unemployment and establishing a world class workforce, this flaw must be addressed. Efforts to attract, train and retain the best teachers depend on an accurate understanding of what the "best teachers" look like. There is no ideal type, and a focus on one rigid model of formation of the best type will result in a grossly imbalanced system. The best teacher workforce will include many different types of teacher, sourced from different areas, to deal with the many different challenges and demands on the school system. Recruitment, training and retention strategies should therefore place an emphasis on achieving a balance of teachers with varied skills, experience and knowledge developed in both vocational and academic settings.

The Government's proposals do not currently place sufficient emphasis on achieving this balance, on encouraging the education system to seek this balance, or on creating a system which proactively seeks individuals to achieve this balance. Greater recognition of, and support for teachers from vocational backgrounds is needed.

1. Whether particular routes into teaching are more likely to attract high quality trainees, and whether the Government's proposed changes to initial teacher training will help to recruit these trainees

1.1 The Government's proposed changes to initial teacher training indicate a welcome commitment to improving the quality, and status of the teaching profession. However, the proposed changes are heavily weighted to those who teach academic subjects in the schools sector with little recognition of vocational teachers. This is primarily due to the focus on academic pathways to entry eg 2:2 degree and extending teach first to high achieving graduates.

1.2 Any Government review on the recruitment, retention and training of teachers needs to acknowledge the differences between the knowledge, skills and pedagogy of teachers and trainers from a vocational or work-based learning background compared to their academic peers.

1.3 The Government needs to lead the way in improving pathways into initial teacher training for teachers and trainers from non-academic backgrounds. It needs to ensure that the correct entry requirements—those that recognise a breadth of skills and achievements—are in place and that all are supported to develop as teachers and trainers throughout their career.

1.4 Teachers and practitioners from vocational and work-based learning backgrounds are central to achieving the goal of creating a world class workforce. Recent years have seen an increased interdependence and demand for highly qualified teachers for vocational subjects across sectors (schools and further education). This is due to changes in the requirements of learners and curriculum eg learners accessing vocational subjects right across the age range (14–19 to adults) and in a range of learning establishments. Given the need for high quality

¹² The Importance of Teaching: The Schools White Paper 2010 (Department for Education)
<http://www.education.gov.uk/publications/eOrderingDownload/CM-7980.pdf>

vocational teachers and trainers, it is counterproductive to give less attention to attracting high quality individuals to the profession.¹³

1.5 In addition, acknowledging the unique contribution of these teachers and trainers in working with learners to develop the skills needed to face the challenges of the 21st will help to address the historical imbalance between teachers and trainers from alternative backgrounds compared to academic teachers. This imbalance was noted in recent evidence by the Skills Commission into teacher training in vocational education,¹⁴ which found that the status of teachers from vocational and work based learning backgrounds, and teachers of vocational subjects, continues to be undermined. This is driven largely by a failure in government policy to recognise their value.

1.6 Pathways into initial teacher training should acknowledge the industry experience of vocational practitioners. It is necessary and to be expected that teachers and trainers of vocational subjects in the school or further education sector tend to enter teaching after gaining industry expertise in their occupational field. They are less likely to enter the profession via academic/graduate pathways. A recent Ofsted report further underlined this point when it noted that professional/industry expertise was a key selection criterion in the recruitment of trainee teachers of vocational subjects.¹⁵

1.7 The Government needs to explicitly acknowledge this fundamental difference between teachers from vocational and academic backgrounds—the first tend to be older without prior graduate pathways and the latter younger and recent graduates. A clear demand signal for industry experience as opposed to a 2:2 degree, for example, would help to ensure teachers from vocational and work-based learning backgrounds bring up to date knowledge and experience of their subject into their teaching.

1.8 Examples from other countries show that although higher levels of knowledge—including as high as Masters level—are valued and often required for vocational teachers, there is clear recognition that relevant knowledge and skills can be gained through higher education, employment or both. The academic and the vocational are not divorced with one being given more value or emphasis than other. Instead skills gained outside of formal education (eg university) are given the same legitimacy as those gained in other (eg work) settings.¹⁶

1.9 Failure to recognise and accredit the experience of vocational practitioners has reinforced the historical gap in esteem between vocational and academic teachers, and vocational and academic subjects in the UK. Until recently vocational teachers with QTLS status in further education were unable to teach their subject in schools. However, those with QTS status in schools were able to teach in further education even though most were unlikely to have the same level of industry experience as their FE counterparts. Arguably, this policy communicated the negative message that the training and experience of those who enter teaching through academic pathways is more valuable.

1.10 A recent policy shift on teacher recruitment now enables those with QTLS status to teach in schools. This is a positive shift as it not only goes some way toward promoting the expertise of vocational practitioners but also to ensuring that high quality vocational teachers and trainers are engaging with learners. Greater recognition of the value of teachers from vocational and work based learning backgrounds in initial teacher training and recruitment would help build on the progress already made here, and would bring greater coherence to this policy area.

1.11 Therefore in outlining changes to initial teacher recruitment, the government must clearly outline the requirements for those teaching vocational subjects. These, while they may demand a level of academic rigour, should recognise and accredit individual's industry knowledge and expertise—in Finland, at least three years working in industry in the chosen subject field is a requirement to entry. This is coupled with training in pedagogical practices to ensure vocational practitioners are able to function as educators as well as subject experts.

1.12 In addition, the government must recognise the value of industrial experience in the teaching of even the most academic subjects. Whether teaching Latin or Design & Technology, a teacher who has recently been in the workplace will be able to ignite the interest of students by their “real world” experience and credibility as someone who has been outside the academic environment.

RECOMMENDATIONS

The Government should:

- Ensure that prior vocational skills and knowledge are given the same legitimacy as academic knowledge. This can be achieved by stipulating pathways into initial teacher training that require and recognise industry experience.

¹³ UK Skills (2010). *Teacher training in vocational education inquiry: Call for evidence*. Retrieved 23 Sep. 2011 from http://www.ukskills.org.uk/what-we-do/education-and-skills-initiatives/capacity-building/4_22-teacher-training-in-vocational-education-inquiry-call-for-evidence

¹⁴ Skills Commission (2010). *Teacher Training in Vocational Education*. London: Skills Commission

¹⁵ Ofsted (2007). *Initial Teacher Training in Vocational Subjects*. Ofsted

¹⁶ See for example Cedefop (2009). *Vocational Education and Training in Sweden: Short Description*. Luxembourg: Cedefop and OAJ (The Trade Union of Education in Finland) (2008). *Teacher Education in Finland*. Helsinki: OAJ

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- Ensure that initial teacher training allows vocational teachers to develop their subject knowledge (including through academic study), pedagogical practice, and capacity to integrate numeracy and literacy in teaching and learning.
 - Ensure that as part of continuing professional development, practitioners have the opportunity to keep up to date with developments in their vocational area through close industry contact.
 - Introduce policy aimed at ensuring parity of esteem between vocational and academic practitioners. For example, those with QTLS status are able to teach in schools (mentioned earlier). In addition,
 - To develop the network of Teaching Schools to include Teaching Colleges. These can be linked to enable sharing across the schools and college sector to train and develop high quality vocational teachers and trainers.

November 2011

Written evidence submitted by Communication Trust

1. The Communication Trust is pleased to be able submit evidence to the Education Select Committee's inquiry into "Attracting, training and retaining the best teachers". Whilst some of the questions set by the Committee are out of the scope of the Trust's remit or expertise, we answer those that are relevant and in addition highlight the fundamental importance of speech, language and communication as a component of teaching.

BACKGROUND ON SPEECH, LANGUAGE AND COMMUNICATION SKILLS

2. Speech, language and communication skills, including social communication, are central to pupils' learning, development and interactions. The fundamental relationship of speech, language and communication to literacy, social and emotional development, attainment and behaviour is well evidenced: "Almost every educational skill presupposes the use of language".¹⁷

3. Good oral language skills such as vocabulary and narrative skills are strong predictors of later academic success and language is clearly the vehicle for most teaching and learning. Speech, language and communication skills continue to develop throughout childhood and adolescence, highlighting the crucial role all teachers have to play in supporting the speech, language and communication development of all their pupils, so maximising their potential to learn and achieve. However, this crucial role of communication can, in practice, be overlooked.

4. Speech, Language and Communication Needs (SLCN) are common.¹⁸ 10% of children have long-term and persistent SLCN, with upwards of 50% of children in areas of social deprivation having delayed speech, language and communication skills. In the primary years, school census data identifies SLCN as the most prevalent special educational need. However, evidence suggests it is under identified in secondary schools.

5. The significant and wide-ranging impacts of SLCN are well documented:

- Literacy—50–90% of pupils with persistent SLCN will go on to have literacy difficulties;¹⁹
- Attainment—only 15% of pupils with SLCN achieve 5A*–C grades at GCSE;
- Behaviour, social and emotional difficulties—studies have shown between 55% and 100% of pupils identified as having social, emotional and behavioural difficulties have SLCN, which are often undetected; and
- employability.²⁰

Being able to identify and support pupils' SLCN is therefore of great relevance to all teachers.

6. However, many teachers lack the skills and confidence in identifying and supporting pupils with speech, language and communication needs (SLCN) and specific learning difficulties (SpLD). There is a well documented gap in teachers' knowledge and understanding of the different kinds of SEN and much evidence of them struggling without appropriate training to improve outcomes for pupils with SEN. Research has highlighted teachers' own recognition of their own limitations and lack of skills to effectively meet the needs of pupils with SLCN, supported by a survey in which only 35% felt confident to support pupils with SLCN.²¹ The need for teachers to have effective skills and knowledge, relative to their role, is clearly shown in the Ofsted report "inclusion: does it matter where pupils are taught" which states that high quality, specialist staff are key for ensuring progress for children with SEN, alongside focused professional development for all staff.

7. Consequently, the need for all teachers to be able to understand and capitalise on the crucial role of communication skills within their classroom for all pupils, as well as having the skills and knowledge to effectively identify, support and teach pupils with SLCN and SpLD is clear.

¹⁷ Wells cited in Dockrell and Lindsay

¹⁸ See TCT publications such as "Don't get me Wrong" for more detail

¹⁹ Stothard (1998)

²⁰ I CAN Talk Paper—Skills for Work, Skills for Life

²¹ Speech, language and communication and the children's workforce I CAN Talk paper

Question: *What evidence is available to help identify the sorts of applicants who become the most effective teachers, and the strategies known to be effective in attracting these applicants?*

8. The Communication Trust is not aware of evidence that is available to help identify the sorts of applicants who become the most effective teachers and the strategies that are effective in attracting these applicants. Rather than trying to identify the “innate” skills or potential “talents” of applicants wanting to join the teaching profession, the Trust is more concerned about ensuring that the content and quality of Initial Teacher Training (ITT) and Teaching Standards are such that they provide potential teachers with the understanding, knowledge and tools to get the best outcomes from their pupils.

Question: *Are particular routes into teaching more likely to attract high quality trainees, and will the Government’s proposed changes to initial teacher training will help to recruit these trainees?*

9. The Communication Trust does not believe that the mechanisms for enhancing selection that have been described in “Training our next generation of outstanding teachers” will *alone* improve the quality of new teachers.

10. While we support the principle of higher level (2.1 plus) graduates entering the children’s workforce and are not opposed to a greater focus on subject based curriculum, we are concerned that a lack of emphasis on child development in current ITT pedagogy—particularly around the fundamental importance of speech, language and communication; how children’s communication, language and understanding skills develop over time; and how difficulties with speech, language and communication manifest and what can be done to help children with SLCN—means that many teachers lack this crucial knowledge and training.

11. Given the critical relevance for all teachers of speech, language and communication, the Trust believes this should be fully and explicitly reflected in ITT. The Communication Trust would like to ensure that ITT places a strong emphasis on child development, and the central importance of speech, language and communication as the basis of literacy and numeracy. ITT should give teachers with the understanding about how language and communication skills develop and how central they are to children’s life chances, as well as giving them the tools to better and earlier identify children who are struggling to communicate. ITT should also provide clear guidance in how to embed explicit elements of speaking and listening in teaching and learning across subject and topic areas.

12. Teaching staff should have:

- a solid understanding of child development, pedagogy and strategies to support all children with differentiated programmes;
- the ability to make use of available data (EYFS profile; year 1 non word reading test, SATs etc) to make judgements about a child’s speech, language and communication ability; and
- the skills to apply simple screening both at fixed points (eg aged five) and in response to risk factors, and to respond with strategies/interventions to support SLCN.

13. Speech, language and communication are central throughout all areas of a teacher’s work across all stages of their career progression. It is essential that all teachers have the necessary knowledge and skills in speech, language and communication for their roles and responsibilities to ensure the best for all pupils, including those with specific learning difficulties, speech, language and communication needs and autism spectrum disorders. We feel it is essential that all teachers:

- Understand the crucial role of communication in teaching and learning and apply this explicitly and consistently within their practice.
- Are able to recognise pupils who are struggling with speech, language and communication, know how SLCN links to impairments and to social deprivation as well as poor behaviour and are able to effectively contribute to the appropriate identification of the pupils’ SLCN, including social communication needs such as autism spectrum disorders, or Specific Learning Difficulty (SpLD).
- Are able to effectively teach and support pupils’ with SLCN and SpLD in their classes.
- Are able to work effectively with others to support pupils with SLCN and SpLD.
- Know how to ensure appropriate children get referred to specialist care.

14. In order to achieve this, mandatory learning of speech, language and communication in ITT, as well as effective, differentiated continuing professional development opportunities for practising teachers at each stage of career progression needs to be built in.

15. Whilst the issue of the early years workforce is out of the scope of this Inquiry, the Trust would like to take this opportunity to express our concern that one of the key recommendations from Dame Clare Tickell’s Review of the Early Years Foundation Stage (EYFS)—that all early years practitioners should have at least a level 3 qualification—has been ignored in the draft EYFS framework that has just been consulted on.

16. Early identification and early support for children with additional needs requires a skilled workforce, and it is therefore very disappointing to see such unambitious requirements for early years practitioners to either hold or achieve relevant qualifications at a level that will enable very young children to receive the support they deserve. Under the current proposals, the government is facilitating settings to employ staff

without even a basic level 2 qualification. This contradicts the evidence base quoted extensively in the Families in the Foundation Years Evidence Pack which links staff qualifications to high quality provision and in our view could significantly compromise the realization of the government's overall vision for the Early Years.

Question: What evidence is available about the type of training which produces the most effective teachers and whether the Government's proposed changes to initial teacher training, particularly the focus on more school-led training, will help to increase the number of good teachers in our schools?

17. The Trust is concerned about the focus on more school-led training within proposed changes to ITT. This is because in the case of SLCN we know that many teachers feel unconfident and lack the skills to identify and support children with speech, language and communication needs (SLCN) and the associated challenges that this brings, whether in poor educational outcomes or bad behaviour—both issues that the Government is keen to address.

18. A 2007 Communication Trust workforce survey conducted by YouGov found that:

- 73% of staff have not had Special Educational Needs (SEN) training which covers speech, language and communication. Only 44% of staff have had SEN training.
- On average just 31% of teaching staff who have children with SEN have had specific training on speech, language and communication.
- The problem is getting worse, with 61% of staff over the age of 45 having had speech, language and communication training compared to just 37% of those under 35.
- Just 35% of teaching staff are confident that they have the skills to deal with children with speech, language and communication difficulties.
- 81% of teaching staff believe they would benefit from further speech, language and communication training though 40% don't know where to go for support.

19. If those currently in the teaching profession are unconfident identifying and tackling SLCN in the classroom, we suggest that they would also lack the expertise to train teachers in these issues.

20. The Communication Trust and the voluntary sector offers a range of training to improve teacher effectiveness around SLCN and SEN and we would like to see a commitment to the voluntary and community sector's expertise being used in school staff policy and training development around SLCN. The Trust has just launched a level 3 CPD award in supporting children and young people's speech, language and communication. The Communication Trust is undertaking work with teachers, both in initial training and through continuing professional development to support the appropriate development of their skills, knowledge and practice. The Trust is working closely with a cluster of initial teacher training providers to pilot approaches for speech, language and communication to become more central within initial teacher training and to develop mechanisms to support specialist sessions on SLCN.

21. The skills and associated knowledge required are detailed in The Communication Trust's Speech, Language and Communication Framework (SLCF) across four stages, from universal skills, through enhanced and specialist to those developed through masters level learning. This evidence-informed resource should be used as referral paper for any Sector Skills Council or government funded agency/work that is developing qualifications or training for the children's workforce. This would meet one of the main recommendations from Ofsted's SEN Review around greater support to teachers to help them understand the needs of children with SLCN.

Question: How best to assess and reward good teachers and are the Government's draft revised standards for teachers a helpful tool?

22. The Trust welcomes elements of the Government's draft revised standards for teachers, for example the requirement for teachers to "demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject". However, there is a need for both trainees and training providers to have a clear and explicit understanding of what this means in practice. Additionally, key messages from the previous standards, such as the need for teachers to communicate effectively with children and young people are no longer present in the revised standards, which again make the need for teachers to be skilled in this field much less explicit.

23. While the Trust also welcomes the requirement for teachers to have knowledge about child development and how to support development across ages and stages, speech, language and communication are not highlighted specifically, despite their crucial role in their own right as well as for other areas of learning and development. As they are not reflected explicitly in the standards, it is possible that these key areas of development are overlooked once more. We also welcome the standards that focus on teachers having understanding and knowledge of SEN and disability and knowing when and how to differentiate teaching approaches to children with different needs and abilities.

Written evidence submitted by Vision West Notts

1. The following is written from the perspective of a further education college in relation to attracting, training and retaining the best teachers.

2. Routes into teaching in further education colleges are varied but the consistent factor is that the majority of teaching staff have worked in the industry sector related to their teaching. Some staff obtain their teaching qualification prior to embarking on a teaching career but many are employed at the college as they have the vocational knowledge, expertise and knowledge of current industry practice. These staff are then required to enrol onto a formal teaching qualification, which can be gained through the college. Staff are given some remission from their teaching contract to undertake this study. These two avenues for recruitment provide a wider pool of potential applicants.

3. In terms of attracting the best teachers, the reputation of the college is a vital ingredient. Potential applicants are drawn to apply to an outstanding college with Beacon status. Many applicants state that this is a key reason for their application. The excellent reputation of the college is instrumental in attracting those new to teaching and those from other colleges who are wishing to progress their career. Those who have taught at other colleges feel that working at an outstanding college will enhance their skills as a teacher and enable them to be part of an outstanding organisation.

4. The college being listed within the top 75 public sector organisations to work for and Investors in People accreditation attracts applicants. This highlights to potential applicants the college's commitment to on-going staff development and commitment to providing an outstanding overall student experience, aligned with being an excellent employer.

5. The ability to gain a teaching qualification whilst employed as sessional or full time delivery staff allows those with high levels of vocational expertise and passion for their subject to work in a college and gain the necessary teaching qualification and QTLS. As a full teaching qualification is not a pre-requisite to embarking on a teaching career in FE, this allows colleges to attract a wide range of applicants who may not otherwise apply as they are not a qualified teacher.

6. As a college, a comprehensive range of development and support is available to new teachers. All new delivery staff at the college undertake a bespoke "first steps to teaching" programme, regardless of their level of qualifications or previous teaching experience. A teaching and learning framework provides the framework within which all teaching, learning and assessments are delivered within the organisation. This ensures that all staff embark on their career at the college with the same vision regarding the expectations of all teaching staff.

7. Refresher training is also provided for staff who have been away from the teaching environment for a substantial period of time eg long term illness or maternity leave, Again this ensures that all staff are aware of the framework within which all teaching, learning and assessment will take place and ensures that they are updated on new developments.

8. A programme of lesson observations is in place which ensures that the quality of teaching and learning is assessed and provides a basis for further support. This includes line manager observations which are supportive and a vehicle for further development; graded observations and peer observations. Peer observations facilitate staff observing others either in the same or a different curriculum area. This ensures that ideas and good practice are shared across the organisation.

9. Coaching programmes are available for staff not achieving good or outstanding observation grades; these ensure that support is in place to improve delivery. Further coaching programmes are available for good and outstanding teachers to further develop their practice. Other specific coaching programmes are available relating to the various strands of delivery, including teaching 14–16 year olds in a college environment, teaching higher education programmes, and delivering tutorials. This ensures that staff are well equipped to undertake their teaching to a high standard, regardless of the level of the programme, the age of the students or the type of activity.

10. A comprehensive staff development programme is in place, where individual and team sessions are provided to support improvements in teaching and learning, including new initiatives and the use of new technologies. Sharing practice groups are also formed to ensure that good practice and ideas are shared across all departments of the organisation. These groups are varied and include groups for developing tutorials, functional skills and specific levels of delivery for example higher education. The majority of training is led by the college rather than external agencies, ensuring a close alignment of the staff development programme to the needs of individuals and the organisation.

11. Individual appraisal reviews are used to identify continuing professional development requirements in relation to teaching and learning. This has included sessions relating to very specific issues, for example behaviour management in the classroom, where this has been raised by teachers as an area for their development in order for them to deliver outstanding teaching, learning and assessment.

12. Continuing professional development contributes significantly in the retention of good teachers. The commitment by the college to continually support and develop staff motivates them to strive to deliver outstanding teaching, learning and assessment in every session of every day. High expectations of every

member of staff, from the Principal to delivery staff, set high standards and this contributes to an organisation wide ambition to be the best and to deliver the best for our students.

13. All staff are encouraged to reflect on their practice and record their continuing professional development, again leading to improvements and high levels of motivation. Teachers are encouraged to take risks within their delivery in a supportive environment. The opportunity to develop and try new teaching and learning methods is encouraged in order to innovate and provide a more inspirational learning environment for students. The culture must support innovation, rather than criticise if a session doesn't go exactly to plan. Teachers are encouraged to reflect and refine methods of delivery rather than to continue with ideas that are safe.

14. A culture of leadership at every level empowers staff at all levels of the organisation to be a leader. A teacher is a leader in the delivery of their subject and takes responsibility for all aspects of the student experience.

15. Standards across the organisation are set at high levels with all staff aiming to be outstanding in their role, whether it is as a teacher or support staff. Staff value this drive for excellence and rise to the challenge.

16. Our high profile Principal is an inspirational leader who is seen by staff as being a leader in the sector, ensuring that the college is well placed to be at the forefront of new developments and thinking. This provides staff with a feeling of security in that the college moves with, or ahead of the times, and is always well placed to respond to new government initiatives.

17. The core values of the college, "respect, responsibility and customer first" underpin the work of the college and includes all staff at all levels.

18. Effective communication with staff at all levels is key in maintaining the motivation and enthusiasm of staff and hence aids retention of the best teachers. An open door policy throughout the organisation encourages openness and transparency throughout, leading to all staff feeling a vital part of the organisation. This policy operates at all levels of the organisation and has led to a culture where any member of staff feels able to communicate directly with the Principal on a range of issues.

19. Celebrations of success at all levels of the organisation contribute to the continued motivation of staff. Staff who attain an outstanding grade in their teaching and learning observation are rewarded at the annual STAR awards event. This is highly valued by teaching staff and further encourages them to aspire to be inspirational teachers. The college is committed to rewarding excellence which motivates staff to remain as an employee of the college.

20. FE colleges are often in competition with school sixth forms for staff, particularly those who are equipped to teach A level subjects. Schools are often able to offer a higher salary, a greater annual leave entitlement and less responsibility for a similar teaching post. Colleges and schools do not therefore compete for staff on a level playing field.

21. The provision of excellent facilities also attracts teachers to the college and the ongoing development and replacement of equipment and building of new accommodation is a factor in retaining good teaching staff.

November 2011

Written evidence submitted by Association of Colleges

1. The Association of Colleges (AoC) represents Further Education, Sixth Form and Tertiary Colleges and their students. Colleges provide a rich mix of academic and vocational education at all levels. As independent, autonomous institutions established, under the Further and Higher Education Act 1992, they have the freedom to innovate and respond flexibly to the needs of individuals, businesses and communities.

BACKGROUND

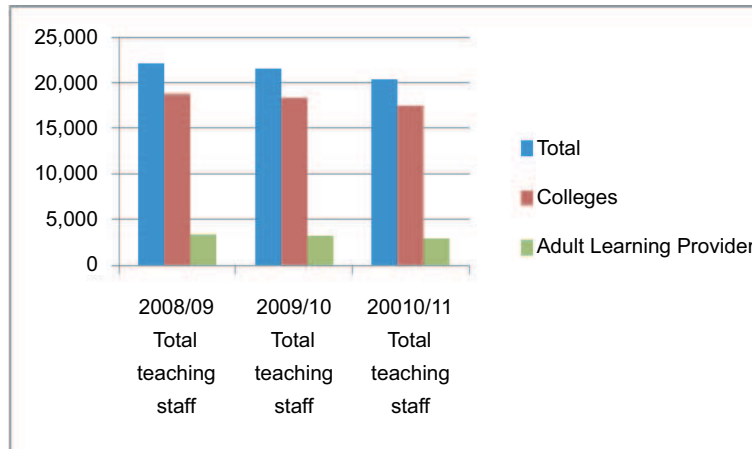
2. AoC's response to this inquiry concentrates on teachers working in Further Education and Sixth Form Colleges. Colleges employ 128,000 lecturers.

3. College teaching and lecturing staff enter the profession by two main routes:

- The same route through which prospective school teachers enter work: via a full time higher education qualification, usually a PGCE. This is normally for people wishing to teach academic and vocational qualifications in Colleges who during their PGCE will undertake placements teaching in a school sixth form or College. This is known as pre-service training.
- As professionals who choose to teach their profession, normally a vocational skill, in a College. This is a useful way of ensuring current expertise and experience is passed on to students. Until 2001 these staff were able to teach without training but they now have to fulfil a statutory requirement to study the theory and practice of teaching. This route is known as in-service training.
- We welcome the decision by Government to allow teachers with learning and skills teaching qualifications to be able to teach in schools.

4. The chart below highlights the trend in the number of teaching staff in Further Education Colleges and adult learning providers over the last three years.

TREND IN THE NUMBERS OF TEACHING STAFF (TAKEN FROM A SAMPLE OF 60 PROVIDERS: 47 COLLEGES, 13 ADULT LEARNING PROVIDERS)



5. Of Colleges responding to an AoC survey²² in September 2010, 70% had teaching staff vacancies. This compares to 96% in 2007–08.

6. Subject areas which had the highest proportion of vacant teaching staff posts in September 2010 were:

- (a) Basic Skills (13.9%);
- (b) Health, Social Care and Public Services (10.6%); and
- (c) Business (10.1%).

7. In 2010, the average number of redundancies per College increased significantly for all categories of staff in comparison to the previous year. The proportion of Colleges making one or more redundancies last year also increased for each category of staff.

8. The main two reasons given for recruitment difficulties for all categories of staff were a lack of necessary specialist skills and insufficient experience.

9. Colleges were asked in an AoC survey to review how their overall level of teaching staff would change in future years:

- 65% of respondents stated that it would decrease.
- 30% expecting the level of teaching staff to remain the same.
- 5% expecting the level of teaching staff to increase.

What Evidence is available to help Identify the Sorts of Applicants who become the most effective Teachers, and the Strategies known to be Effective in Attracting these Applicants?

10. Colleges report that the teachers who prove most effective are:

- Those who retain contact with their profession by working part time in a College teaching their vocational expertise. This term is referred to as “dual professionals” within Colleges.
- Teachers who have been trained in the primary sector who are able to work with highly differentiated groups and explain the concepts behind the learning required.
- Staff who start at the College as learning assistants and are identified as able to undertake training as teachers.
- Employers and employees who have remained in contact with the College (often because they have trained there) who are often encouraged to deliver seminar sessions as guest/visiting lectures. These individuals are frequently encouraged to train as qualified teachers.

11. Some examples of strategies to attract the best teachers:

- Undertaking training while teaching is financially attractive to people who cannot afford to undertake pre service courses.
- The opportunities to continue development by gaining professional body qualifications, higher degrees, specialist vocational qualifications and industrial secondments are attractive additional benefits for new starters in teaching.

²² Initial Teacher Training of FE Teachers a report from the Association of Colleges to the Department for Business Innovation and Skills.

- Colleges have close working relationships with local employers, this assists in providing secondment opportunities into the College for local employees and for College staff to gain up to date and industry experience. These secondment opportunities can encourage individuals to take up teaching full time.
- Further Education Colleges offer the opportunity, in the first instance, to work in part time teaching and then move into full time teaching, this is often attractive to women who want to return to work after extended periods out of full time employment.
- Organising short “Step up to Teaching” programmes to allow vocational practitioners to try their hand at teaching. This also provides College staff with the opportunity to spot future potential.
- Colleges which have been included in The Sunday Times Best 100 Companies to Work For say that this accolade has attracted good teachers from other institutions.
- An “outstanding” inspection grade from Ofsted has also attracted good teaching staff.

Whether particular Routes into Teaching are more likely to attract High Quality Trainees, and whether the Government’s proposed changes to Initial Teacher Training will help to recruit these Trainees

12. Many College leaders believe that in service training produces the most effective teachers. The opportunities to put into practice skills learnt, and then reflect on that practice, means that trainee teachers become effective quickly.

13. Colleges trainee teachers are not treated in the same way as school teachers who take an in service route. Schools are paid approximately £16,000 by the Training and Development Agency with additional amounts for mentoring and induction. Colleges receive no such financial support. Whilst the trainee is working at the College they have, on average, four hours per week of remitted time to undertake their training. College teaching staff are also given a time allowance to induct and mentor the trainee. The employer (the College) receives no financial support for these training responsibilities and expenses. In addition, from 2012 trainee teachers in Colleges will have to take out a loan to fund their training and qualified teacher learning and skills status (QTLS). This will be a huge disincentive to “dual professionals”. We would like the Government to consider supporting the training of this group of valuable College staff who retain their vocational practice at the same time as sharing their skills with young people.

14. How best to Assess and Reward good teachers and whether the Government’s Draft Revised Standards for Teachers are a helpful Tool:

- Colleges have developed career structures for good teachers which allow them to move into management but remain in the classroom through advanced practitioner status.
- Appraisal processes focus on good teaching practice which allow movement up the incremental pay scale.
- Colleges have a number of additional ways of rewarding teachers who are effective in their particular roles. For example, a College told us about a celebration evening where all teachers who obtain a Grade 1 in the internal lesson observation system are given a trophy and a gift. Regional excellence celebrations can also act as an incentive.
- Another College also told us that they give an extra day of annual leave to staff who have achieved a Grade 1 in lesson observation.

What Contribution Professional development makes to the Retention of Good Teachers?

15. In the report referred to above, undertaken by AoC for BIS, there is the view that the Further Education Teachers’ Qualifications (England) Regulations 2001 and the Further Education Teachers’ Qualifications (England) Regulations 2007 have made a significant positive contribution to quality and professionalisation of the workforce across all parts of the sector. AoC firmly believe that improved teaching has been the major contributory factor in the year-on-year improvement in success rates.

16. Despite the fact that we cannot provide direct evidence to prove that such professional development has improved retention we do believe that it plays a major role in ensuring teaching staff are valued.

CONCLUSIONS

17. The Association of Colleges would like to highlight the following issues facing the teaching workforce in the College sector.

18. Schools who train teachers are supported financially to undertake this responsibility but Colleges are not. This discrepancy needs to be rectified if Colleges are to attract highly qualified graduates and staff who work in their professions and teach part time (dual professionals). We note the commitment by the Department for Education in the Schools White Paper²³ to give equal funding for all students in post-16 provision over time. A decision on equal treatment for training obligations would be consistent with this move.

²³ Importance of Teaching Schools White Paper 2010.

19. The introduction of undergraduate loans in 2012 and loans for some adult students who wish to gain a level 3 qualification or above, in the following year will be a huge disincentive to the dual professionals on whom the skills system depends to train apprentices, students on vocational qualifications and those undertaking Foundation Degrees.

20. We encourage this Select Committee to recommend support for part time staff undertaking teacher training.

21. We would also urge Government to consider how the obligations to train College teachers can be recognised in the funding allocation to Colleges.

November 2011

Written evidence submitted by Advisory Committee on Mathematics Education (ACME)

ABOUT ACME

The Advisory Committee on Mathematics Education (ACME www.acme-uk.org) is an independent committee, based at the Royal Society and operating under its auspices, that aims to influence Government strategy and policies with a view to improving the outcomes of mathematics teaching and learning in England and so secure a mathematically enabled population. The ACME response has been informed by input from the mathematics community through the ACME Outer Circle, a group assembled to encompass a breadth of knowledge, support and influence which we consult on key issues. Our response is focused on mathematics teaching.

SUMMARY

1. Mathematics specific knowledge for teachers is crucial at primary, secondary and pos-16. ACME is concerned that the government's proposals do not tackle the issue of subject-specific shortages in primary schools. ACME recommends that the proposed model of providing higher bursaries for shortage subjects is extended to primary teachers, to provide parity of esteem and ensure that even more mathematics graduates enter the teaching profession as a whole. In addition, initiatives such as the Mathematics Specialist Teachers (MaST) courses, as recommended by the Williams Mathematics Primary review,²⁴ which have received positive reviews from schools and teachers, must have ongoing, long-term support.

2. ACME believes that reducing the links between teacher training and higher education will result in de-professionalising teachers and lowering the status of the profession. All trainee teachers should maintain a genuine connection with a Higher Education Institution that has relevant expertise in teacher education.

3. ACME considers that initial teacher education represents only the starting point of what needs to be a career-long commitment to ongoing training and professional development. Any changes to Initial Teacher Education (ITE) must be viewed within a much wider strategy which encompasses access to high-quality *subject-specific* Continuing Professional Development within a systematic infrastructure, providing a coherent learning experience for teachers. The proposed reforms in one area alone will not result in the desired improvements to teaching.

INTRODUCTION

4. ACME welcomes the opportunity to contribute to this inquiry. Our response reflects discussion within the committee and consultation with our "Outer Circle" of advisors.

5. Even with the overly generous definition of mathematics specialism used by TDA when collecting workforce data, there is an acknowledged shortage of mathematics specialist teachers in secondary schools. From 2000 to 2010, there was a cumulative shortage of 4,075 mathematics teachers in meeting the government recruitment targets.²⁵ In addition, a very small number of primary schools have access to teachers with mathematics expertise. For example, in 2010, only 2.06% of all registered practising primary teachers had a mathematics specialist degree.²⁶ The Williams Review (2008) also estimated that the 17,361 English primary schools share just 3,000 mathematics specialists and recommended that every primary school should have access to a specialist mathematics teacher.²⁷

²⁴ *Independent Review of Mathematics Teaching in Early Years Settings and Primary Schools* <https://www.education.gov.uk/publications/eOrderingDownload/Williams%20Mathematics.pdf>

²⁵ Adapted from: Royal Society (2007). The UK's science and mathematics teaching workforce. A "state of the nation" report. http://royalsociety.org/uploadedFiles/Royal_Society_Content/education/policy/state-of-nation/SNR1_full_report.pdf.

²⁶ Primary science and mathematics education: getting the basics right. http://royalsociety.org/uploadedFiles/Royal_Society_Content/education/policy/state-of-nation/2010-07-07-SNR3-Basics.pdf

²⁷ *Independent Review of Mathematics Teaching in Early Years Settings and Primary Schools* <https://www.education.gov.uk/publications/eOrderingDownload/Williams%20Mathematics.pdf>

ATTRACTING THE BEST TEACHERS

6. ACME welcomes the proposed government strategy for initial teacher training and we agree that the largest bursaries should be available in shortage subjects such as mathematics. We agree wholeheartedly that a teaching career must be attractive to the highest quality graduates if we are to compete with the most successful education systems in the world.

7. Mathematics specific knowledge for teachers is crucial at primary, secondary and post-16. However, the government's proposals do not tackle the issue of subject-specific shortages in primary schools. The Williams Report²⁸ and the Royal Society's State of the Nation reports²⁹ describe the shortages in terms of primary teachers with a mathematical background. In order to build solid foundations for future success, primary children require high quality mathematics teaching. Primary teachers need to understand the interconnectivity of mathematical concepts and ideas as well as the misconceptions that pupils may develop, they also need to understand how people learn mathematics. Mathematics graduates are well-placed to become such teachers.

8. Therefore, we recommend that the proposed model of providing higher bursaries for shortage subjects is extended to primary teachers, to provide parity of esteem and ensure that even more mathematics graduates enter the teaching profession as a whole. The number of mathematics graduates currently entering primary training each year are so small that the incentive would not add significantly to the cost of the scheme.³⁰ Such an initiative, in addition to the Mathematics Specialist Teacher (MaST) courses would help to ensure that more primary teachers have sufficient mathematics knowledge to help their pupils acquire a secure foundation.

9. ACME believes that identifying potentially excellent teachers is important. However we are not convinced about the government's philosophy of linking the level of bursaries to undergraduate degree performance. Degree classification may well be a good predictor of whether a trainee will complete their ITE course, but this is not the same as predicting whether the individual will be a good teacher. This criterion may discourage a number of potentially excellent teachers who did not meet the degree classification requirement but may otherwise have been highly suitable. For example, TDA reports that in 2009 and 2010, at least 9.64% and 6.76%, respectively, of ITE participants in mathematics had a third class degree; in neither year was the target for mathematics ITE attained.

10. ACME also believes that linking the level of bursaries to undergraduate degree performance is an uneven (and hence unfair) criterion because there is correctly a considerable variation from one university to another in the demands made on students completing a mathematics degree. Ironically, this new link could reduce the number of teachers with degrees from the more demanding universities.

11. Moreover, there is an assumption that all subject degrees carry equal esteem. The most relevant qualification for entry to a mathematics PGCE is a mathematics degree or one containing a significant number of degree-level mathematics courses; this needs to be reflected in the bursary system if the aim is truly to increase the number of *specialist* mathematics teachers, rather than increase the number holding a mathematics PGCE with a good degree result in another subject.

12. ACME recommends that a more sophisticated method of measuring potentially excellent teachers should be researched if we are to make best use of all potential talent. Reference points for this exist, for instance the Chartered Mathematics Teacher designation³¹ is led by the Institute of Mathematics and its Applications (together with mathematics subject teachers associations) and represents the mathematics community's views on the balance between teaching skills and subject knowledge that is necessary for a professional teacher to educate and inspire the next generation. Within this there is an assessment of the mathematical content of a degree course together with additional mathematical knowledge achieved by CPD.

13. Finally, ACME is concerned that the current government proposals do not offer any incentives for undergraduate teacher training through a Bachelor of Education course. This has the effect of devaluing and possibly discouraging those who decide early on that they wish to pursue a career in teaching and would prefer a more direct route.

TRAINING THE BEST TEACHERS

14. In England, there are many different routes into teaching, all of which offer a diversity of approaches to ITE. This makes it difficult to establish which routes are the most effective and which offer the best pedagogical, subject and subject-specific pedagogical knowledge. ACME is particularly concerned about the mathematics subject-knowledge of the majority of trainees in primary and post-16, as well as some secondary trainees, and how these are addressed in the different available routes.

²⁸ *Independent Review of Mathematics Teaching in Early Years Settings and Primary Schools* <https://www.education.gov.uk/publications/eOrderingDownload/Williams%20Mathematics.pdf>

²⁹ *Science and Mathematics Education 5–14* http://royalsociety.org/uploadedFiles/Royal_Society_Content/education/policy/state-of-nation/2010-07-07-SNR3-Fullreport.pdf

³⁰ In April 2010, only 2% of the registered practising primary teachers in England were mathematics specialists—The Royal Society, *Primary science and mathematics education: getting the basics right*. July 2010.

³¹ http://www.ima.org.uk/membership/becoming_chartered/chartered_mathematics_teacher.cfm

15. The provision of ITE in other countries varies enormously. However, if you consider those countries that are high performing in mathematics, there is a clear trend towards a common provision, where teaching is a graduate profession and training in the teaching profession has appropriate university input. For example:

- In Finland all qualified teachers (primary and secondary) all have a master’s degree and they must have educational training, usually as part of their studies towards a master’s degree.
- In Hong Kong, all new entrants to teaching have to hold a degree, and increasingly must be professionally trained. The goal is that all will have this training in future. New teachers have an incentive to undertake this training, as if they do not, their salaries will be capped at a certain point.
- In Singapore, all teacher certification courses are conducted by the National Institute of Education (NIE), an autonomous institute within the Nanyang Technological University, where they attend courses, for example, in curriculum studies for mathematics and in subject knowledge where they can acquire greater in-depth understanding of school mathematics.

16. ACME believes that reducing the links between teacher training and higher education will result in de-professionalising teachers and lowering the status of the profession. All trainee teachers should maintain a genuine connection with a Higher Education Institution that has relevant expertise in teacher education. A coherent, developmental and firm grounding in existing knowledge of mathematics pedagogy and access to the latest educational research are essential in order to ensure a teaching force that critically evaluates pedagogies and research. A recent NCETM report on Initial Teacher education (ITE Matters) concluded that “tutors need to be either research-active or research-informed”³² and that the involvement of HEI tutors in teacher training was important.

17. We are therefore concerned that the government proposed model of “school direct” ITE may expose trainees to sub-standard classroom practice in mathematics. The government acknowledges that 16% of mathematics lessons are taught by a non-specialist. Within a school, subject specialists are unlikely to be deployed evenly across age ranges. ACME believes specialist teachers are likely to be concentrated in Key Stage 4 classes, leaving earlier ages without subject specialist teaching. However, there appears to be no safeguard against trainees using lessons taught by non-specialists as their model through undertaking training at a school without sufficient specialist teachers. There must be assurance regarding quality control, both in the Teaching Schools system described in the schools White Paper and the School Direct model in the ITT strategy. Schools involved in such training schemes should consistently demonstrate excellent practice specifically in mathematics teaching,³³ and not simply a high inspection rating overall. In addition, the possible impact on the school students of being exposed to a large number of trainee teachers should be taken into consideration.

18. The role of employment-based training routes leading to a qualification in the teaching of mathematics, such as the GTP programme, requires careful consideration. These routes provide trainees with “on the job” practice in schools. Where these trainees are supported effectively within the school, being exposed to frequent examples of good practice, and supported with regular input from Higher Education establishments in considering the educational research that underpins teaching practice, the route can be a positive one. ACME notes that trainee mathematics teachers on the Teach First secondary programme do not have to have any post-A-level qualification in mathematics.

19. ACME is also concerned that removing the “supernumerary” status of GTP trainees would result in trainees taking on more teaching responsibilities while training. Schools that are already struggling to recruit subject specialists may see this as providing an opportunity to reduce the level of support to trainees, particularly in the early part of their training period. This would be detrimental both to the development of the trainee and to the learning opportunities for the pupils placed in their care. Time for reflection during the challenging experience of ITE is essential for trainee teachers. ACME would therefore recommend that the “supernumerary” status of GTP trainees is retained.

20. While the government’s proposals on ITE are mostly focused on PGCEs and school and employment training routes, ACME would like to note that there are a range of two-year ITE courses³⁴ which take graduates with high first degree qualifications but low mathematics subject knowledge and provide, in essence, a combined SKE and PGCE route which develops the necessary combination of mathematical knowledge and subject-specific pedagogy over a longer period. This process often produces teachers with better subject knowledge than the standard SKE-PGCE route and should not be overlooked.

RETAINING THE BEST TEACHERS

21. Improving teacher retention is crucial in order to address the shortage of mathematics teachers. Teachers’ entitlement to subject-specific Continuing Professional Development (CPD) has an important part to play in improving retention. ACME considers that initial teacher training represents only the starting point of what

³² *Initial Teacher Education Matters*, National Centre for Excellence in the Teaching of Mathematics (NCETM). www.ncetm.org.uk/resources/33532

³³ In accordance with the good practice described in Ofsted’s subject-specific inspections—see <http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Thematic-reports/Mathematics-understanding-the-score>

³⁴ See, for instance, the two year mathematics course for non-specialists at the University of Birmingham http://www.education.bham.ac.uk/programmes/pgce/secondary1/pgce_secondary_mathematics_2.shtml

needs to be a career-long commitment to ongoing training and professional development. Any changes to ITE must be viewed within a much wider strategy which encompasses access to high quality subject-specific CPD within a systematic infrastructure, providing a coherent learning experience for teachers. The proposed reforms in one area alone will not result in the desired improvements to teaching or teacher retention. Teachers without appropriate knowledge or pedagogy who are already in the classroom will be the dominant issue for some time yet.

22. ACME advises that in comparing retention between school-based routes and HEI routes, the nature, location and overall career trajectories of entrants should be taken into account. School-based routes tend to attract more mature students, such as career-changers and people who enter teaching after being classroom assistants, so we would expect retention to be higher for those routes.

23. ACME is pleased that the new teaching standards established by the Coates Review enshrine the need for teachers to engage in Continuing Professional Development. ACME believes that CPD plays an important role not only in retaining mathematics teachers but also in keeping them engaged and motivated in their profession. Indeed, a report commissioned by the Mathematical Association, “The career patterns of secondary maths teachers”,³⁵ found that engagement in good quality CPD was a key contributory factor to retention.

24. ACME believes that teachers need to engage in high quality *subject specific* CPD throughout their career;³⁶ this benefits both primary and secondary teachers as well as specialist and non-specialist teachers. For example, an awareness and understanding of the changing applications of mathematics in the real world can help teachers to motivate and challenge students. CPD should not be restricted solely to higher management or cover only general school initiatives and/or new government policies.

25. There should be incentives and funding available for teachers to undertake specialist courses in mathematics, at all levels, including primary schools. Initiatives such as the Mathematics Specialist Teachers (MaST) courses, as recommended by the Williams Mathematics Primary review,³⁷ which have received positive reviews from schools and teachers, must continue to be supported. The MaST programme is a very effective mechanism for meeting the current Government’s objectives for improving the teaching of mathematics in primary schools.

26. Support from management and peers can also be an important factor in retention. The ACME *Mathematical Needs of Learners*³⁸ report found that mathematics teachers needed the support and trust of school management in order to feel confident about adapting national guidelines to the mathematics context. Managers need to understand what good mathematics learning comprises and not apply generic judgments without understanding the mathematical context. This could help in allowing teachers to develop professionally and be more confident in their teaching.

November 2011

Written evidence submitted by the Institute for Learning

1.0 INTRODUCTION

1.1 The Institute for Learning (IfL) is the professional body for teaching professionals in further education and skills.

1.2 As an organisation, IfL supports:

- the commitment to professionalism in teaching and training;
- the importance of continuing professional development (CPD) and supporting teaching practitioners in driving their own professional development;
- keeping a 21st century vision of teaching that effectively utilises new technology;
- promotion of IfL members as dual professionals, experts in their subject specialism or vocational areas as well as experts in teaching and learning; and
- the sector by conferring the full professional status of Qualified Teacher Learning and Skills (QTLS).

1.3 IfL members include an increasing number of vocationally qualified teachers who are interested in taking up teaching positions in schools. We expect, and will encourage, this number to increase with freedoms enabling qualified teachers with QTLS to take up teaching positions in schools.

1.4 IfL is looking for a commitment from the Committee in attracting, training and retaining the very best teaching practitioners in further education and skills that ensure that young people choosing to pursue an

³⁵ The career patterns of secondary maths teachers, The Mathematical Association, 2005. http://www.secure-server-uk.com/maccommerce/product_info.php?products_id=135

³⁶ Continuing Professional Development for teachers of mathematics, ACME, 2002. <http://www.acme-uk.org/media/1463/continuing%20professional%20development%20for%20teachers%20of%20mathematics.pdf>

³⁷ *Independent Review of Mathematics Teaching in Early Years Settings and Primary Schools* <https://www.education.gov.uk/publications/eOrderingDownload/Williams%20Mathematics.pdf>

³⁸ *The Mathematical Needs of Learners, Advisory Committee on Mathematics Education (ACME)*, June 2011. http://www.acme-uk.org/media/7627/acme_theme_b_final.pdf

academic and / or vocational route in to learning and employment can be confident that they will experience high quality teaching and learning by professional teachers.

1.5 In responding to this inquiry, we wanted the Committee to look specifically at teachers of young people aged 14 plus in learning environments often involving partnerships between schools and further education colleges and training providers.

2.0 ATTRACTING THE BEST TEACHERS

2.1 IfL would seek to encourage much closer co-operation between the Department of Education and the Department for Business Innovation and Skills on a joined up strategy to ensure the sustainability of a world class teaching workforce in further education and skills. Furthermore, a joined up approach between Departments would ensure that growth in demand for vocational teaching and training for young people is met with adequate teaching capacity.

2.2 Teaching should be an attractive career of choice. To maximise high quality opportunities for all young people, parity of esteem between teachers in schools and in further education is a helpful development.

2.3 One suggestion is to embed an aspiration and motivation for trainees to view entering the teaching profession as part of their long term career plans. We believe that more can be done through curriculum, qualifications and through information, advice and guidance on offer to young people and adults to create this aspiration through partnerships with learned societies, professional bodies, sector skills councils, national skills academies and exam awarding bodies.

2.4 Vocational teaching and training, whether in a school or further education environment, should be a career of choice. In order to attract the best and most committed teachers to the profession, there must be readily available information, advice and guidance (IAG) for vocational professionals, employers and graduates. We know that IAG is hugely influential when making such choices; and a joined up approach between Departments can ensure that the Next Step careers service, and other IAG providers, have what they need to promote vocational teaching and training as a profession across further education and schools.

2.5 We believe that there are mechanisms available to the both the Department for Education and the Department for Business Innovation and Skills to work together to raise significantly the profile and status of teaching and training craft and vocational subjects.

3.0 TRAINING THE BEST TEACHERS

3.1 The UK's next generation of further education teachers and trainers are already in the workplace, gaining experience, developing their skills and progressing in their careers such as chefs, accountants, builders and engineers.

3.2 Initial teacher training for further education teachers has recently received positive judgements from OfSTED³⁹ in terms of its quality and management. This is reflected too in IfL's recent membership survey on initial teacher training, attracting over 5,000 responses.

3.3 IfL is of the firm belief that making the decision to give something back to the profession and go into teaching should be a path which is supported and encouraged throughout every profession. This is reflected in the fact that our data shows the average age of new entrants in to the profession is 38 years old, which is much higher than that of a newly qualified teacher in schools by, we understand, around 10 years.

3.4 By this age, individuals are likely to have a family, they are, according to research by moneysupermarket.com of the current average age for a first time mortgage,⁴⁰ and they may already have other forms of commercial debts or existing student loans and therefore more resistant to additional debt.

3.5 Teachers who hold QTLS teach across the further education sector for both young people and adult learners must complete, or be on track to complete an initial teacher training qualification, such as the Diploma in Teaching Lifelong Learning and Skills (DTLLS) or the PGCE for post compulsory education. Neither courses are funded by the Teacher Development Agency (the equivalent for teaching in schools) and are instead funded by the Higher Education Funding Council for England or the Skills Funding Agency with an increasing reliance on loans.

3.6 It is for this reason that we are deeply troubled with forecasts of tuition fees of at least £6,000 for initial teacher training qualifications⁴¹ in the further education and skills sector as a result of higher education funding changes following the Government's response to *Securing a Sustainable Future for Higher Education* published by Lord Browne last year.

3.7 Whilst the focus has been on the "debt aversion" of mainly young people going in to full time higher education since the publication of the Browne Review, very little research has been done to examine the extent

³⁹ <http://www.ofsted.gov.uk/sites/default/files/documents/inspection—forms-and-guides/i/Initial%20teacher%20education%20inspections%202011–12.pdf>

⁴⁰ <http://www.moneysupermarket.com/c/news/do-not-give-up-on-the-mortgage-game/0011592/>

⁴¹ <http://consortium.hud.ac.uk/news/newsfiles/FETeacherTrainingBriefingNote20103.doc>

to which adult learners, let alone those wishing to enter a second profession, are likely to take up these student loans to undertake initial teacher training.

3.8 We believe that the new system for the funding of initial teacher training, largely by the individual, in further education and skills can be a deterrent for individuals, damages the flow of experts becoming teachers and ultimately damaging to the UK economy.

3.9 As a country we owe our international competitiveness, strength of our communities and influence of our innovation to the skills of our teachers and trainers and for this reason should be a profession we welcome the most talented individuals into with open arms. In the new system however, individual will instead be required to apply for a tuition fee loan of at least £6,000. This is not the welcome into the profession that is deserved and any good intention to make that laudable career move is likely to be met with deep reservations.

3.10 As the professional body for teachers and trainers in post 16 education, our data tells us that approximately 40% of teaching professionals in our sector are part time to varying degrees, ranging from consistent contracts to just a few hours a week and sometimes even less. Again, we do not believe that there are an attractive set of funding circumstances in order to be attracting the next generation of teachers and trainers.

3.11 As such a significant proportion of our members are part time, it is unlikely that these individuals will earn enough to begin repaying back their student loans through teaching alone.

3.12 It takes real effort, passion and commitment to your subject specialism to make the decision to become a teacher and it is this which the sector and the UK economy has silently relied upon for decades. Such a dramatic change in the accessibility of post compulsory teacher training carries no precedent and has significant risks to the sustainability and growth of our high quality teaching workforce and we strongly urge the Committee to put pressure on both the Department for Education and the Department for Business, Innovation and Skills to work together as a matter of urgency to remove this significant risk.

- One example is a teacher in a further education college in the south west who, after leaving the armed services, now teaches aeronautical engineering and is undertaking initial teacher training. He may not have taken that step forward with significant loans and no access to a bursary. As a STEM expert, this teacher is exactly the kind of teacher that further education and schools alike can benefit from.

3.13 Our members are deeply disappointed that whilst teacher training in schools will, under the schools White Paper attract generous bursaries of up to £20,000 for priority subjects, there is no such equivalent for those wishing to teach or train in further education and skills. Many of our members come from the STEM professions and would attract such a bursary if they were to train to teach in schools, but not to teach in further education where their expertise and experience is just as valuable.

3.14 Furthermore, this could block the potential supply of vocational further education teachers who may, at a later stage in their career choose to teach in schools.

3.15 We hope that the Committee shares our view that it is neither fair nor proportionate to allow for a system weighted entirely at attracting teachers in to schools at the same time as totally withdrawing teacher training funding for vocational teachers and trainers.

3.16 The same can be applied to the Troops to Teachers Programme. There will be many leaving the Armed Forces with vast talents to bring to further education and skills in areas such as engineering, mechanics, leadership and management, catering, hospitality, healthcare and IT to name a few. We would argue therefore, that in the interest of choice for the individual, to make full use of their skills and talents and for parity within the profession, that the Troops to Teachers Programme is funded for those wishing to teach or train in further education and skills as well as schools.

3.17 We believe there should be true parity within the teaching profession to create a system where every young person can benefit from the best teaching and get the most out of their learning experience. This must include teacher training opportunities. We therefore strongly urge the Committee to insist that the Government revisits its policy on funding for post compulsory initial teacher training.

4.0 RETAINING THE BEST TEACHERS

4.1 We view the Government's agenda to create new freedoms for further education and skills providers as an opportunity to put the knowledge and expertise of teaching practitioners to much more effective use both in the classroom and in their specialist vocational subject areas.

4.2 The concept of dual professionalism, if extended from further education to schools, can offer significant opportunities to provide up to date subject knowledge and up to date teaching practice from further education. The dual professional carries out continuing professional development focussing on both their subject specialism and in teaching practice every year.

4.3 We believe that a co-ordinated effort between government agencies, national skills academies, sector skills councils, trade professional bodies and learned societies can add huge value to the development of professional and influential teachers and trainers in further education and skills. This in turn will maximise the

ability for teaching practitioners to provide the best teaching and learning experience for the next generation workforce as well as ensuring the development of their own skills and knowledge.

5.0 FINAL REMARKS

5.1 Many young people from the age of 14 benefit hugely from being taught by vocationally trained experts who are in the unique position to deliver high quality teaching and training off the back of their experience and development in the field. This is a unique and precious attribute which should be at the heart of our education system.

5.2 As we develop an education system which prepares young people for the economy of the future, we can no longer see “school teachers” in a silo. More and more young people are, and will continue, to benefit from vocational and practical teaching and learning who all deserve the best teachers and trainers. Parity and fluidity between academic and vocational routes into teaching benefit pupils, education providers and society more broadly.

5.3 We welcome the opportunity to contribute to the Committee’s inquiry and look forward to being able to offer further support.

November 2011

Written evidence submitted by the Consortium for Emotional Wellbeing in Schools (CEWBS)

1. We are writing to express our concern that the government’s current proposals for initial teacher training will not increase the likelihood of teachers being well-equipped to tackle poor behaviour and underachievement. They cannot, therefore, be expected to have a positive impact on the retention of teachers in schools that face challenging circumstances, or contribute to a closing of the achievement gap.

2. We argue that the proposals need to be redesigned so as to ensure all teachers are adequately informed about the social and emotional factors that affect learning. Understanding behaviour and its origins, rather than just responding to “bad behaviour” in the classroom is essential to reduce the often overwhelming nature of the difficulties facing young teachers.

3. It is widely recognised that behaviour and underachievement are the two factors which most affect teacher stress and satisfaction. Many of the difficulties facing UK schools could be effectively addressed by ensuring all teachers knew how to ensure that all their students were focused on learning.

4. Currently, too few teachers believe they are well enough prepared to deal with challenging behaviour in the classroom. The government’s proposals suggest that it is up to the teaching profession to manage this “behaviour” in the classroom so that effective teaching and learning can take place. However, those children who present challenging behaviour may be those unavailable to learning, and there is a risk of making this situation worse if behaviour management techniques are reactive to them rather than communicating understanding.

5. Our view is that we need to create a situation where the providers of initial teacher training introduce students to a basic understanding of what challenging behaviour means. If the meaning of behaviour is better understood, then the practice of teachers and schools is more likely to meet the learning needs of the most vulnerable pupils, rather than being the reaction of adults under stress.

6. How a child behaves, and the degree of their engagement in learning, is expressive of how they have learned to cope with life including the challenges of learning. When teachers understand that behaviour is a communication about experience, they can respond in ways, which are more effective in enabling pupils to experience learning in less challenging ways and become more accessible to being taught. When, by contrast, the causes of the disruptive behaviour are not understood, then the solutions do not have enough meaning and impact.

7. The essential question that should be running through all initial teacher training provision—“what makes children want to learn in the first place?” How many new teachers have considered this, and its partner question “What prevents young children learning in our schools?”

8. How many of our teachers and school leaders understand the importance of anxiety—“an unavoidable part of learning and development”? How many understand that the challenge is to “harness anxiety in the interest of learning and creativity”? So what can teachers and schools do to work with those children who present with “initial deprivation”?

9. If our initial teacher training provision does not make this level of understanding a primary task then our teachers will find themselves at sea without any knowledge of why the young people they are struggling to educate in the classroom are acting out remembered hurt from early childhood experiences.

10. Teachers need a deeper insight into why children learn, and why for some, learning becomes a significant challenge that from time to time defeats them, causing them to retreat into unmanageable behaviour. Our teacher training needs to be predicated on developing in teachers an understanding that behaviour is a

communication about need; that anger and rage may express deep anxiety about survival in the face of threats and might also be seen as defensive and protective behaviour; that separation and loss in a child's life can lead to a fear of destruction and to panic. This might enable a more informed professional response to such behaviours.

11. This is however a very challenging perspective for teachers to accept, faced as they are with demands that exceed their resources and initial teacher training which may exacerbate rather than support their chances of responding appropriately. Indeed, many teachers cannot afford to open themselves up to children's emotional experiences or the reality of their home lives for fear of being overwhelmed. This may be why so many interventions in schools follow a strictly behavioural line, setting targets and relying on tariffs of rewards and sanctions. This leads to a splitting in the approaches taken by teachers within schools—a potential conflict between “tough love” and a “therapeutic disposition” towards the child.

12. Schools can and do make a significant difference to the educational opportunity of many vulnerable pupils but the opportunity is diverse and unequal. Teacher training is essential to prepare for this aspect of educational vulnerability.

13. Our teachers are faced with a widening gap between those who are achieving in our schools and the growing disaffection, anger and alienation of a significant and increasing underclass of young people who are not achieving. National and international reports are highlighting our young people as some of the least well nurtured in the developed world. The statistics on abuse, mental health, youth justice, child well-being, poverty or absent fathers are indicators of levels of need in our young people that teachers have not had to address and support to such a significant extent before now.

14. Teachers and schools need to have a disposition that is informed by a professional understanding of the theoretical framework of developmental psychology. It is unacceptable for routes to qualified teacher status not to have this at the heart of their provision.

15. Currently, our teachers are simply not trained or resourced to attend to the needs of children struggling with emotional difficulties. Our teachers, working with young people with difficulties and/or who have been emotionally and physically neglected or abused, will find that for young people even to begin to trust in another adult is a huge task.

16. Our initial teacher training providers need to refocus and work intelligently with new teachers on understanding why the disaffected to engage are so disaffected and difficult to engage. Our teachers need to have an understanding about why children want to learn in the first place, what impacts poor attachment in the early years has on later engagement and how they as professional teachers can address the needs and behaviours of these young people.

17. We need to resource our teachers better through training and ongoing support so that they have all the knowledge, skill and understanding that they need to interpret and respond to challenging behaviour and enable these young people to reach young adulthood with good qualifications and with an attitude and resilience to their future lives that is of benefit to both themselves, their future families, and to the wider community.

18. Key players who need to address the findings of research reports are the teacher training providers, and those responsible for designing the ways in which new teachers are able to achieve qualified teacher status. The outcomes of a successful childhood are not Level 4 at Key Stage 2 or the number of GCSE passes at Grade C and above. These may be helpful guides as to the attainment levels in specific subjects, but they diminish the role of teachers and reduce the whole educational project to a narrow utilitarian process.

19. The outcomes of a successful childhood should be central to the educational project and to informing the training of our teachers. These outcomes would include enabling young people to have the capacity to trust, to be open to learning and manage the inherent risks involved in learning, to contain anxieties in the face of threat, and to regulate emotions.

20. We recommend immediate and far-reaching conversation with training providers about the way we currently address the formation of our new teachers for the challenges they will face in secondary schools. What we are currently working with is a narrowing of the teacher's role, a discrediting of the tutor's role, and an anxiety of teachers not to define themselves as social workers. This has left training providers confused about what they should be doing and reaching back to the recognisable essentials of subject delivery and behaviour management both of which can be performance assessed and measured.

The argument in our paper is more fully explored in *Is initial teacher training failing to meet the needs of all our young people?*, written by James Wetz and published by CfBT.

CEWBS is a growing group of individuals and organisations committed to informing initial teacher training and continuing professional development on the matters contained in this paper. They range from Child and Adolescent Psychotherapists and head teachers, to politicians and academics.

A recent journal published by The Caspari Foundation, introducing the thinking contained within CEWBS, and the expertise therein, is available directly from them. A website is in development.

Written evidence submitted by the National Centre for Excellence in Teaching of Mathematics

1. One of the greatest challenges facing headteachers is the recruitment and retention of good mathematics teachers. The situation, whilst particularly acute in our inner cities is also to be found in rural areas. The NCETM has worked specifically with a number of colleges, secondary and primary schools that have been successful in attracting and retaining good teachers, alongside its work with over 65,000 teachers and educators. The studies produced were then published and made available to all schools and colleges in England. The main study into the recruitment and retention of excellent teachers of mathematics is available online. The names of the schools and colleges that took part can be found in appendix 1 of this submission.

2. The schools contributing to our study included some that were in challenging areas, some with a high proportion of free school meals, and others with higher numbers of pupils with EAL needs. Our response draws out the key characteristics demonstrated by schools that are successful in recruitment and retention as well as our wider activity.

3. A number of the responses and conclusions are specific to mathematics and to the recruitment and retention of teachers of mathematics. However, many are easily transferred to other curriculum areas. Therefore, we do not believe that the recommendations below should be seen as a stand alone response for just mathematics.

RECRUITMENT

4. Many schools see working with Higher Education Institutions engaged with Initial Teacher Training and teachers in training as a rich source of new teachers of mathematics. All the schools that are successful in recruitment and retention offer a comprehensive mentoring system to support ITT students as well newly qualified teachers. Many of these schools proactively encourage other non-qualified teachers involved in schools to become mathematics teachers.

5. Most of the schools work closely with their governors, ensuring that there is support for strategies that help improve recruitment and retention in mathematics. These strategies include occasional overstaffing in the subject, encouraging collaborative practice, supporting teachers in joining national projects and generous promotions to keep staff within the school. The schools understand the value of a positive image of mathematics as a recruitment incentive.

6. When recruitment proves difficult most of the schools are prepared to wait for the right candidate and have strategies to cope in the interim. All the headteachers in the study were adamant that appointing staff simply because there was no one else is never an option.

7. Many of the schools feel that working with ITT institutions is a vital component of recruiting high quality mathematics teachers. These schools train and support specialised mentors for ITT students. Time is allocated and protected for mentors to work closely with students during teaching practice and consequently the students feel well looked after and are often recruited into the school. Even if there is no vacancy available, students often return in later years to a promoted position having had an excellent initial experience of the school.

8. In all of the schools, the mentoring programme extends beyond ITT students to include early career teachers and newly qualified teachers (NQTs). Schools need to nurture and develop NQTs if they are to thrive and this induction programme in turn allows the schools to attract both, Graduate Training Programme candidates and Teach First participants, both a rich source of promising mathematics teachers.

9. Many of the schools take this idea of nurturing new teachers to a much deeper level. They proactively develop Higher Level Teaching Assistants (HLTAs) and cover supervisors by encouraging them to do Open University degrees and then feed them directly into teaching through the GTP. Without exception, teachers coming through this route were considered to be very high quality. Two of the schools employed successful mathematics A-level students on gap years as Learning Assistants. These posts are employed imaginatively to support and enhance the work of the department and the opportunity is seen as being helpful in supporting students who might consider teaching as a career path.

10. The majority of successful schools feel that it is vital that governors are made aware of the difficulty of recruiting strong mathematics teachers and that at times it might be necessary to carry extra staffing in order to ensure that the department is fully staffed. The overstaffing is used in a variety of creative ways including intervention, encouraging collaborative practice and developing projects within the school.

“Once you have recruited them you then have to look after them properly so induction is just as important, what is the point of recruiting if you don’t invest?”

“Get your governors to understand how difficult it is to recruit good mathematicians and scientists then they will allow you to be more flexible”.

11. All the headteachers talked about the staff being their most valuable resource and retaining staff is an important aspect of maintaining a strong and stable department. However, headteachers also talked about the need to develop staff, building a momentum in the department which may well result in some staff moving on and this is seen as being part and parcel of running a vibrant mathematics department. Complete retention is not seen as being either practical or desirable. The overriding theme surrounding retention is one of valuing

your staff. All agree that this is the most important issue in growing and developing a mathematics department. Many different strategies for achieving this are explored and are addressed below.

RETENTION

12. There is also an emphasis on developing the mathematics department as a unit, setting clear but challenging targets for the teachers and ensuring that mathematics is well supported and resourced. Staff are encouraged to become involved in professional developmental activity outside the school, for example to study for higher degrees. Good resourcing is recognised as being essential if staff are to be retained as is the pursuit of excellent working conditions. In addition, all the schools reported a culture of encouragement to apply for internal promotion. All the schools are flexible in their approach to staffing, supporting staff through changes in personal circumstances.

PROMOTION

13. In the secondary schools, they often encourage mathematics staff to apply for internal promotions within the school but sometimes outside the department. In many cases the mathematics staff have a teaching and learning responsibility (TLR) either within or external to the department.

14. Although TLR posts outside the mathematics department can be seen as drawing staff away from a focus on the subject, it is felt that this is actually extremely positive with many benefits for the department. It offers an alternative route to promotion and helps to retain staff; it helps to spread the ethos of mathematics throughout the work of the whole school; real continuity is being developed as PGCE students become NQTs, develop as mathematics teachers and move on to more responsible positions; and the presence of a range of more experienced and senior staff within the department is seen as a real strength and hugely supportive to the mathematics subject leader.

15. In addition, an awareness of succession planning is evident in some of the schools, both primary and secondary, where careful thought has been given as to who could, and should, replace key mathematics staff when they leave. This is also a consideration in planning CPD. It is clear in most of the schools that there is a strategic approach to mathematics staffing, not a reactive one, and that this prevents shortages of qualified staff:

“Teachers will be incredibly loyal and will stay if they feel valued and are given what they need to develop both themselves and their students”.

PERFORMANCE MANAGEMENT

16. The need for clearly negotiated targets and goals is considered by the schools to be very important. Performance management is not something to be “done to” staff but rather represents collaborative and reflective practice between line managers and the department.

17. Professional development is not seen as the province of weaker teachers but is regarded as an entitlement for all teachers to help them to grow. Many of the schools separate the developmental side of performance management from capability issues. In this way, clear opportunities are created in which staff can be praised and recognised for their work with the students and with one another.

18. This process allows those responsible for mathematics to develop a shared vision of how the school or department could develop and how best its development could serve the overall progress of the school. This also allows the senior leadership team a real insight into the challenges, both national and local, facing the department. Equally, all of the headteachers can recount having to deal with staff who have pedagogic weaknesses as well as with those who had problems with their own subject knowledge. Performance management is regarded as a way of structuring help and support for these staff and working positively to improve their performance.

CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

19. All the schools place a great importance on constructive professional development in recruiting and retaining excellent mathematics teachers. High quality CPD is seen as an entitlement for all staff.

20. There are different categories of CPD used by the schools, including the development of classroom practice, subject knowledge and leadership. In primary schools, it is recognised that most of the staff coming into teaching do not have a mathematics degree and therefore subject knowledge development has to be considered as ongoing provision.

21. Schools reported a range of strategies including the use of experts, working with local authority consultants, collaborative practice projects and working on projects outside the school and with HEIs. The link with HEIs is seen as very important, as such links add the academic rigour required to ensure consistency and replicability of approaches. The role of HEI in initial teacher education has been praised by the National Audit Office, and HEI have a similar role to play in continuing professional development. It is agreed by the schools that CPD was very much seen as being a blend of these approaches. Many of the schools use coaching as an essential part of staff development and some take this to a high level. The blend of strategies involved all or some of:

Bringing in “experts”

- (i) Many of the schools feel that it is a worthwhile investment to bring someone in to work with the whole school or department. Not only do staff get a programme of professional development that is tailored to the needs of the department or the schools own needs, but it can often encourage a more collaborative approach to professional development.
- (ii) Some of the schools make extensive use of the local authority consultant building links with other local schools. It was felt that professional development that is based on teaching and focused on real classroom practice is particularly effective.

Working together

- (iii) There is general agreement that working together collaboratively is one of the most effective forms of CPD that money can buy. How this is achieved varies. Several of the schools pay for either an “awayday” or a residential weekend where staff work together on mathematics and teaching and learning.
- (iv) Some schools organise the timetable so that the department or school can meet together in school time every week. This is thought to be a very powerful device in creating and developing departmental vision and cooperation. Where overstaffing is sustained, it is often used to provide cover for peer observation and team teaching. Both are regarded as extremely effective modes of professional development.

Coaching

- (v) Many of the schools feel that coaching is an essential part of the professional development structure. These arrangements are very often tied into peer observation schemes. Some schools also have professionally qualified coaches who work with specific staff on identified issues. In all these schools however, coaching is seen as being for all staff and is an entitlement for teachers.

Working with others from outside school

- (vi) The importance of teachers working on projects outside the school as part of their CPD is stressed by all of the successful schools in the context of staff retention. Working with external educational projects engages many of the staff creatively and gives them access to other professionals who can help them develop, as well as enabling them to work on projects with the students. This is seen as a powerful device in retaining staff as they engage very deeply with teaching and learning and will be inclined to stay in order to see a project through. Higher degrees are also encouraged for the same reason and it is felt that understanding and practical support when dissertation deadlines approach goes a long way in developing loyalty. Ultimately, both of the above can lead to a member of staff developing and deciding to leave the school. Nonetheless, it is felt that staff will stay longer and contribute more than they would otherwise have done. Not all staff can be retained but turnover can be cut down considerably. Another effect of working with outside agencies is that the staff feel successful and more positive about what they are doing. The MaST programme is proving extremely successful in primary schools. Headteachers report positive developments in teachers’ practice across the whole staff, where there is a MaST teacher in post in school or accessible through clustering arrangements. The MaST teachers themselves feel valued and energised and are committed to leading improvement in their setting.
- (vii) There is recognition that these can be costly in staff time and that support from the senior leadership in time and department has some responsibility. This is seen as being extremely positive in helping to build expertise as well as developing a greater autonomy in the department. There is also a sense that teachers develop a greater responsibility for the direction and policy of the department, making management and leadership much more team oriented.

FLEXIBILITY

22. Schools feel that one key factor in retention is the ability to be flexible: it can be in relation to staff returning to work after having a child or in the run up to retirement or some other personal factor. Every headteacher interviewed feels that recognising and responding to a member of staff’s personal circumstances and making it possible for them to make a contribution, can lead to increased loyalty and reluctance to move because they have found a positive working solution for their personal circumstances.

CONCLUSION

23. Success in mathematics within a school depends on good teaching. However, to make the most of the resources available, this needs to be supported through good leadership and secure and effective management.

24. It is clear from listening to headteachers across the country and from every phase, that access to well-planned, high quality CPD is an essential ingredient in successful recruitment and retention of good mathematics teachers.

APPENDIX 1

SCHOOLS TAKING PART IN THE STUDY

Heathfield Community School.
Mulberry School for Girls.
Matthew Moss High School.
Plasht School.
Robert Clack School.
Sir John Cass School.
St Angela's Ursuline School.
St Bede's Catholic School and Sixth Form College.
Seven Kings High School.
Sidney Stringer School.
Stafford Sports College.
Stepney Green Mathematics and Computing College.
The Thomas Hardye School.
West Exe Technical College.
Cottenham Primary School.
Fairstead Primary School.
Hayes Park Primary School.
John Blows Primary School.
Milton Hall Primary School.
St Peter and St Paul Primary School.
St Phillip's Primary School.
Silsoe Lower School.

November 2011

Written evidence submitted by Myscience

1. KEY POINTS

This evidence focuses on the teaching of science and related subjects and the importance of continuing professional development. The principles apply to the teaching of most subjects:

- High quality science education comes from having high quality teachers.
- High quality in teaching stems from excellent subject knowledge and excellent teaching skills. Both are needed.
- There should be a clear focus on provision of *effective* initial teacher education (ITE) and continuing professional development (CPD), which has this dual focus of subject knowledge and teaching skills at its heart.
- Professional development for high quality teaching continues throughout a career and is an important element in job satisfaction and thus retention of teachers.

2. QUALITY OF TEACHERS

2.1 The report of the Science and Learning Expert Groupⁱ indicated: “It is widely acknowledged that no education system can be better than the quality of its teachers’ⁱⁱ. Additionally, the quality of teaching has been shown to be a major determinant of pupils’ interest and achievement in science, pointing to the importance of the quality of initial teacher education and professional development.ⁱⁱⁱ Evidence from our stakeholder consultation, including from young people themselves, has underlined that the best science and mathematics teachers are subject specialists with excellent teaching skills.”

2.2 Subject knowledge and teaching skills are thus key in development of high quality teachers.

2.3 In England most teachers of science are expected to teach across the sciences up to the end of KS3 and commonly to end of KS4, particularly in schools with limited numbers of physical science specialists. Those entering science teaching at secondary level normally have degree-level qualifications in one or more science disciplines. However, very few have high level qualifications across the sciences. Most beginning teachers have to develop their knowledge and understanding of specific scientific concepts outside their immediate experience.

2.4 Advances in science continue apace. It is important that teachers of science develop and maintain a depth of science subject knowledge throughout their career to ensure high quality in science education.

2.5 Having very good subject knowledge does not of itself make an individual an excellent teacher. Repackaging of that knowledge in terms of teaching strategies for specific concepts and for particular pupils is necessary; this is often termed “pedagogical content knowledge”. Teachers of science with good “pedagogical content knowledge” use the best teaching strategies to impart sound scientific knowledge and understanding. Development of “pedagogical content knowledge” takes time and continues throughout a career to reflect changes in scientific knowledge and refinement of teaching strategies.

2.6 Evidence from international perspectives on development of high quality teaching recommends, among other things:^{iv}

- Fruitful and productive reflection on practice is often stimulated by the perspectives that researchers familiar with the wide science education literature, and others working outside the classroom, can bring to the professional development context.
- It is important that teachers learn from their own and others’ practice.
- A culture of reflective professional practice should be instilled pre-service, and continue throughout a teacher’s career.

2.7 In developing effective teachers, initial teacher education (ITE) and continuing professional development (CPD) should be regarded as a continuum. High quality provision across this continuum has development of “pedagogical content knowledge” at its heart. Those supporting teachers in ITE and CPD must themselves have excellent subject knowledge and teaching skill. Given the shortage of physical science specialists in secondary education, it is highly likely that some beginning teachers are not experiencing good quality training, compromising the development of teaching quality. This is especially true where school-based training is not able to draw on specialist physicists and chemists and has implications for practical work and safety training, as well as pupils’ learning of scientific concepts.

3. EFFECTIVE PROFESSIONAL DEVELOPMENT

3.1 There is a substantial body of research to show what makes the most effective professional development for teachers.^v It needs to be:

- Relevant to teachers’ needs—teaching science to *their* pupils in *their* schools.
- Sustained and collaborative, with teachers working together on shared problems.
- Embedded in the culture of the institution.
- Continuing throughout the teacher’s career.
- Involving teachers accumulating, articulating and communicating professional knowledge.

3.2 Quality assured, professional development which fits these elements should be encouraged. Professional development through the national network of Science Learning Centres is planned around these criteria. The model of CPD has been carefully designed to bring challenge and support to teachers, and enable impact in the classroom. The programme of professional development is planned in collaboration with teachers, scientists and education researchers. Robust quality assurance processes are used to ensure that all aspects of course delivery are maintained at a very high level. That the network has been successful in this is reflected in very high customer satisfaction levels (98%). Quality of provision is reflected by Ofsted evidence: “*The quality of professional development received from external providers was variable but that provided by the national network of Science Learning Centres was consistently reported to be good*”.^{vi}

3.3 Effective professional development can have significant impact on teaching quality and outcomes for pupils. In the case of the national network of Science Learning Centres, there is clear evidence of impact. The analysis undertaken by the National Audit Office of the engagement of schools in England with science initiatives shows a correlation between participating in Science Learning Centre CPD and pupils’ achievement in GCSE sciences. “*There is evidence that participation by teachers in Science Learning Centre programmes is associated with improved teaching and learning, and higher take-up and achievement in science at their school*”.^{vii}

3.4 Ofsted’s review of planning for effective professional development stressed the importance of professional development in school improvement and the need to address subject specific professional development. “*Staff benefited where a wide range of different types of CPD was on offer. The very best schools selected the types of CPD most appropriate to the needs of the school and of individuals*”.^{viii} Ofsted’s findings reinforce the need for high-quality CPD focussed on effective teaching of science.

4. RETENTION OF TEACHERS

4.1 Quality of professional experience and CPD are important factors in retaining teachers. Myscience asked science teachers for their views on retention in science teaching through an online survey during July-August 2010, with 1337 responses representing all phases of education 5–19. In addition, views were sought through an externally organised “teachers panel” of 304 teachers, a stratified random selection from across the country. Results were remarkably similar for the two surveys.

4.2 Respondents indicated that they had entered teaching either mainly through their love of science and sharing this with young people (c.38%) or as a vocation (c.31%) For the rest, the pay and conditions (including the flexibility of teaching while taking care of a young family) were important factors, while a few (c.14%) had no definite reason for entering the profession.

4.3 The survey asked what factors were important in influencing teachers’ decisions to continue teaching science, and the factors identified as “very important” by a majority of respondents were:

- The responses of students to their teaching (68%).
- The feeling that they are giving pupils a good science education and inspiring the next generation (65%).
- The ethos within the department/school (58%).
- The nature of work/life balance (57%).

Factors that might influence many respondents to leave were:

- Freeze on increases in salary (68%).
- Increased teacher assessment of pupils’ work (63%).
- A major change to the curriculum imposed from outside (53%).

Importantly, very many respondents said they “would welcome” or “would very much welcome” access to good professional development (83%).

4.4 These results are echoed in Ofsted’s review of effective professional development. They indicate that “Investment in professional development had a very positive impact on the recruitment and retention of staff”.^{ix} In the same summary, inspectors also identified the lack of use of subject-specific professional development—“teachers’ knowledge of subjects other than English and mathematics was seldom refreshed by suitable professional development, especially in primary schools”.

4.5 There is thus collective evidence that subject-specific professional development is an important element in retaining and developing staff and contributes to job satisfaction.

REFERENCES

ⁱ Report of the Science and Learning Expert Group (2010). Science and mathematics secondary education for the 21st century
<http://interactive.bis.gov.uk/scienceandsociety/site/learning/files/2010/02/Science-and-Learning-Expert-Group-Report-Annexes-31.pdf>

ⁱⁱ Barber for McKinsey.

ⁱⁱⁱ Osborne, J, Simon, S & Collins, S (2003). Attitudes towards science: A review of the literature and its implications. *International Journal of Science Education*, 25 1049–1079. Wiliam, D (2006) Assessment: Learning Communities Can Use It to Engineer a Bridge Connecting Teaching and Learning. *Journal of Staff Development* 27, 1, 16–20. Research shows students who get the best teachers learn at twice the rate of students taught by average teachers; shows that a focus on assessment “for” learning is the most powerful, and yet most neglected, aspect of teacher practice.

^{iv} Professional Reflections: International Perspectives on Science Teachers’ CPD (2010).
<https://www.sciencelearningcentres.org.uk/research-and-impact/research-seminars/Professionalreflectionsseminarreport.pdf>

^v Adey, P, with Hewitt, G, Hewitt, J and Landau, N (2004). *The Professional Development of Teachers: Practice and Theory* Dordrecht: Kluwer. Darling-Hammond, L & Youngs, P (2002). Defining “highly qualified teachers”: What does “scientifically-based” research actually tell us? *Educational Researcher*, 31 (9), 13–25. Loucks-Horsley, S, Hewson, Love, N, & Stiles, K (1998). *Designing professional development for teachers of science and mathematics* Thousand Oaks, CA: Corwin Press.

^{vi} Ofsted, January 2011, Successful Science—An evaluation of science education in England 2007–10.

vii Educating the Next Generation of Scientists. National Audit Office. November 2010 p4.

viii Ofsted, 2006, The logical chain: continuing professional development in effective schools.

ix Ofsted, March 2010, Good Professional Development in Schools: How does leadership contribute?

November 2011

Written evidence submitted by Beatbullying

BACKGROUND

1. Beatbullying is the UK's leading bullying prevention charity, creating a world where bullying, violence and harassment are unacceptable. Beatbullying empowers people to understand, recognise, and say no to bullying, violence and harassment by giving them the tools to transform their lives and the lives of their peers. We work with families, schools and communities to understand the problem, campaign for change and provide a sustainable, efficient and proven solution.

GENERAL COMMENTS

2. Beatbullying welcomes the opportunity to respond to the Education Select Committee Inquiry: Attracting, Training and Retaining the Best Teachers.

3. Our work has gained significant recognition since its launch in 1999. This response is based on knowledge, research and evaluation gained through providing a programme of support and provision to local authorities, schools, and communities.

4. We recognise that in addition to good teaching, feeling safe in school is a vital aspect of pupils' ability to learn effectively and achieve their full potential. Bullying and child-on-child violence, sometimes overlapping into serious criminal behaviour such as assault, has a severe detrimental effect on the ability of individuals to feel safe and if unchecked can affect the climate of an entire school.

5. It is not within our scope to offer responses in the majority of areas covered by the call for evidence; however, the areas of teachers' development needs and the retention of good teachers in challenging areas are ones in which we are well-placed to comment.

SPECIFIC COMMENTS

The contribution of professional development to the retention of good teachers

6. Beatbullying regards it as crucial that the development needs of teaching staff are consistently recognised to include training and support in the pastoral aspects of their role, including the prevention and management of bullying. Every state school is required by law to have a written anti-bullying policy, but it is necessary to have trained and committed staff to implement it.

7. All teachers will need support and guidance in dealing with bullying. Ongoing professional development in preventing and reducing bullying, or similar training, for all school staff should be a minimum requirement for all schools. There needs to be more training for teachers, so that they can better identify, resolve and prevent bullying incidents, including e-safety (which features in the NQT tests), and cyberbullying.

8. The training of staff should be developed and accredited by an appropriate and credible organisation with significant experience in the field, allowing independent verification. The Third Sector is well placed to deliver this important work.

9. It should also be reflective of the revised Ofsted framework for the inspection of schools, so that teacher training and development needs with respect to bullying are evidenced, and therefore form part of the inspection process for all schools.

How to ensure that good teachers are retained where they are most needed, particularly in schools in challenging circumstances

10. Schools in challenging circumstances are often affected by high levels of violence, a lack of social cohesion and pupil disengagement. Both young people and teachers are at risk of being targets of assault, harassment and, increasingly, cyberbullying. It is worth reiterating that tackling cultures of aggression on all levels is crucial.

11. According to the Schools White Paper, two-thirds of teachers say that bad behaviour is driving people out of teaching.⁴² Pupils need to feel safe to learn and teachers need to feel safe to do their job. The issue of bullying of teachers by pupils and parents, both in person and through communications technologies, must be addressed as a matter of urgency. A strong system for reporting and following up allegations of bullying,

⁴² Department for Education (2010) The Importance of Teaching: Schools White Paper.

harassment and abuse by pupils towards teachers needs to be in place in every school, including the possibility of counselling for staff who are affected.

12. Teachers need to be assured that this behaviour will be dealt with and the perpetrators held accountable, rather than allowing a culture of impunity to flourish.

13. Where teaching staff are aware of and trained in appropriately responding to bullying, incidents can be dealt with and a “culture of bullying” prevented from flourishing. This has a positive effect on the sense of safety and discipline within a school, which has been proven to have a positive impact on pupil achievement.

14. As the Importance of Teaching White Paper recognises, bullying has a strong detrimental effect on learning and attainment,⁴³ with bullied pupils achieving on average two GCSE grades lower than their non-bullied counterparts.⁴⁴ Pupils who are bullied are more likely to be disengaged from school and do substantially worse in their GCSEs. Indeed, the difference (14 percentage points) in the proportion of bullied and non-bullied pupils achieving five good GCSEs exceeds the gender gap in performance (9 percentage points).⁴⁵

15. Our own research has found that 42% of all young people who have experienced bullying have truanted from school at some point. 31 million school days are lost per year from truancy as a direct result of bullying, accounting for 36% of all unauthorised absences from school.⁴⁶ The loss of so many days of education due to victimisation in school demonstrates clearly the link between bullying and reduced attainment.

16. It is therefore possible to make a strong case that investment of time and resources in training teachers to act against bullying is an investment in improving the progress of pupils. Improved pupil progress has a direct bearing on wellbeing and morale within the school, which in turn has a positive impact on the attraction and long-term retention of good teachers.

November 2011

Written evidence submitted by Teacher Support Network

EXECUTIVE SUMMARY

1. Teacher Support Network provides grants, counselling, telephone and online support to teachers in England, Scotland and Wales.

2. The definition of the effective teacher, and the effectiveness of strategies to attract them, changes as regularly as academic and political beliefs develop, but for the purposes of this memorandum, the “quality of teaching” attributes given in the draft 2012 Ofsted inspection framework are used as a definition.

3. Teacher Support Network is not aware of any evidence which suggests that the attributes of an effective teacher are solely innate, and not developed. A great variety of individuals are effective teachers because, not in spite, of the training and support they receive.

4. Several sources of evidence suggest a positive relationship between teacher wellbeing, effectiveness and pupil outcomes. Therefore, the standards for teachers, along with any accompanying documents, should explicitly mention the need for every teacher to care for their own health and wellbeing, as well as that of their colleagues.

5. Retention should be a key measure of performance for any teacher training strategy. Whilst some teachers leave the profession for positive reasons, questions must be asked as to why teacher attrition rates are so high overall.

6. The majority of reasons given for leaving teaching are extremely negative, with issues such as pupil behaviour and workload commonly cited. Five key actions are needed to address this problem:

- (i) Recruiters must ensure that potential teachers understand the realities of teaching before and during training.
- (ii) Health and wellbeing must become an integral part of all teacher training and development.
- (iii) School leaders and managers must be advised to implement practices that improve retention, and be encouraged to innovate in other ways. A culture of distributed leadership, where teachers are supported and encouraged to direct their own development, is a key known ingredient of quality retention.
- (iv) Policy makers must proactively research and respond to the negative issues that teachers are giving as reasons for departure.

⁴³ Ibid.

⁴⁴ Figures originally reported in the National Centre for Social Research Brief *The Characteristics of Bullying Victims in Schools*, November 2009:
<https://www.education.gov.uk/publications/eOrderingDownload/DCSF-RBX-09-14.pdf>

⁴⁵ Youth Cohort Study & Longitudinal Study of Young People in England: the activities and experiences of 16 year olds, England 2007. DCSF, June 2008.

⁴⁶ *Beatbullying* (2006): *Bullying and Truancy*, *Beatbullying*: London
<http://www.beatbullying.org/dox/resources/statistics.html>

- (v) Finally, actions, such as publicity campaigns, must be identified and implemented to make teachers feel more valued in society.

ABOUT TEACHER SUPPORT NETWORK

7. Teacher Support Network is a group of independent charities that provide practical, emotional and financial support to teachers in England, Scotland and Wales. Our team of qualified coaches, advisers and counsellors run a free confidential support service on the phone and online, which is available to any training, serving or retired teacher 24 hours a day, seven days a week, 365 days of the year. Previously known as the Teachers' Benevolent Fund, we also provide grants to struggling teachers in England and Wales. The charity now assists education professionals over 250,000 times a year.

8. Teacher Support Network is proactively working to improve the health and wellbeing of teachers. Daily service usage reports give us a clear, real time indication of the problems teachers are facing. In addition, we undertake surveys and commission research to gain deeper understanding, raise awareness, and to inform campaigns to alleviate these problems facing teachers. Our sister social enterprise company—Worklife Support—runs the National Wellbeing Programme designed to improve the wellbeing of the whole school community.

What evidence is available to help identify the sorts of applicants who become the most effective teachers, and the strategies known to be effective in attracting these applicants

9. The definition of the effective teacher, and the effectiveness of strategies to attract them, changes as regularly as academic and political beliefs develop. This is evidenced, for example, by the fact that, come January 2012, there will have been three variations of Ofsted inspection criteria for maintained schools in the last three years. For the purposes of this memorandum, the “quality of teaching” attributes given in the draft 2012 Ofsted inspection framework⁴⁷ will be used to define the effective teacher.

10. Teacher Support Network is not aware of any evidence which suggests that the attributes of an effective teacher are solely innate, and not developed. Great varieties of individuals are effective teachers because, not in spite, of the training and subsequent support they receive. As a Teaching and Learning Research Briefing in 2006 concluded: “Teacher effectiveness is mediated by: continuing professional development (CPD)...the extent to which teachers sustain their sense of positive professional identity... the quality of leadership, both at school and department level, relationships with colleagues, and personal support. These are all key influencing factors on teachers’ motivation, efficacy, and commitment and quality retention”.⁴⁸

11. Logic dictates that an effective teacher must teach, therefore quality retention is a key measure of performance for any training strategy. More points on this issue are given further below, but there is a clear relationship between trainee attraction and teacher retention to be addressed here.

12. Research suggests that teacher trainees will be more committed and motivated to stay in teaching if they are made more aware of the realities of teaching before and during training. A paper by Professor Chris Day concluded that “efforts need to be made to help pre-service students be more aware of the likely experience that they will face on entry into teaching”.⁴⁹ Overall, the most effective strategy to attract effective teachers will therefore be one that is transparent about the reality of teaching, and one that offers training in all of the key competencies to all whom are still motivated to take part. High quality CPD, leadership and departmental management, as well as colleague and personal support, will then be crucial for the trainee in the school setting.

Whether particular routes into teaching are more likely to attract high quality trainees, and whether the Government's proposed changes to initial teacher training will help to recruit these trainees; what evidence is available about the type of training which produces the most effective teachers and whether the Government's proposed changes to initial teacher training, particularly the focus on more school-led training, will help to increase the number of good teachers in our schools

13. Teacher Support Network is not aware of any existing training providers who have failed to train high quality teachers. We have no reason to believe that the new Teaching School model will not succeed in training high quality teachers too. However, we are aware of a concern that the Teaching School model will discriminate against aspiring teachers who wish to live in an area that does not have a local Teaching School (which will need to be of “outstanding” teaching quality, as rated by Ofsted).

14. Whilst all training routes have achieved success, questions must also be asked as to why trainee attrition rates are so high overall. It is widely reported that overall, 30–50 per cent of teachers leave the profession within their first five years. This is a significant failure that needs to be addressed not just by training providers, but the broader education stakeholder family. Recommendations on this key point are given further below.

⁴⁷ Ofsted, 30 September 2011, The draft framework for school inspection from January 2012. pp14–15.

⁴⁸ Day, C *et al*, November 2006, Teaching and Learning Research Briefing—Number 20. Teaching and Learning Research Programme.

⁴⁹ Day, C, 2011. IN PRESS: Challenges to Teacher Resilience: Conditions Count. In: British Educational Research Journal. pp28

How best to assess and reward good teachers and whether the Government's draft revised standards for teachers are a helpful tool

15. Further research and best practice sharing is required in this area, but whichever way teacher assessment and rewards are designed, care must be taken to ensure that policies incentivise a positive approach to teacher health, wellbeing and effectiveness. Several sources of evidence, such as Birkbeck's analysis of Worklife Support's wellbeing programme, suggest a positive relationship that must not be ignored between teacher wellbeing, effectiveness and pupil outcomes.⁵⁰ Teacher Support Network can provide additional amounts of evidence on this key issue if it is of interest to the Select Committee.

16. It is unclear whether the Government's draft revised standards will provide the incentives that are needed to help improve teacher health, wellbeing and effectiveness in every school. Depending on the reader's interpretation, three particular points within part one of the draft revised standards may incentivise improvements to staff wellbeing and effectiveness. These are:

- (i) "Make a positive contribution to the wider life and ethos of the school";
- (ii) "Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support"; and
- (iii) "Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues".⁵¹

17. The standards are far better for including these points, but further action should be taken to ensure that the standards for teachers, including any accompanying documents, explicitly mention the need for every teacher to care for their own health and wellbeing, as well as that of their colleagues.

What contribution professional development makes to the retention of good teachers

18. Improved professional development, combined with better support within the workforce and beyond, would significantly improve the retention of good teachers. As already mentioned, research has concluded that key factors affecting the retention of good teachers are "continuing professional development (CPD)...the extent to which teachers sustain their sense of positive professional identity... the quality of leadership, both at school and department level, relationships with colleagues, and personal support".⁵²

19. Professional development will be most effective in improving retention if teachers are empowered by distributed leadership in their school: equipping them with the support and freedom to decide their own performance targets and developmental needs. In 2010, the University of Kent's research, supported by Teacher Support Network, found that teachers who set high performance standards for themselves, rather than having them dictated by others, had lower levels of stress, higher levels of wellbeing, and lower levels of stress-related ill health and burnout.⁵³

20. Whilst professional development can help to retain good teachers, it must be complemented by high quality support within and outside the workforce. Distributed leadership and development is just one example of supportive behaviour, more of which are detailed below.

How to ensure that good teachers are retained where they are most needed, particularly in schools in challenging circumstances

21. Whilst there is significant scope for improvement in teacher retention, it is important to note that some teachers have positive reasons for leaving the profession (such as planned retirement),⁵⁴ and stakeholders should be careful not to stigmatise these individuals. Nevertheless, the majority of departures from teaching are extremely negative, with issues such as pupil behaviour, workload, and lack of career prospects, or relative lack of room for initiative and creativity mentioned.⁵⁵ Five fundamental actions are needed to address these concerns.

22. Firstly, quality retention can be achieved, in part, by quality recruitment. As already mentioned, recruiters must ensure that potential teachers understand the realities of teaching before and during training.

23. Secondly, health and wellbeing must become an integral part of all teacher training, development and practice. It is in teachers' own interests, as well as those of their colleagues, pupils and other school community members, that they have a professional understanding of, for example, the information provided in the common

⁵⁰ Briner, R & C Dewberry, 2007, Staff wellbeing is key to school success: A research study into the links between staff wellbeing and school performance. Worklife Support Ltd.

⁵¹ July 2011, Teachers' Standards: Effective from 1 September 2012. Department for Education

⁵² Day, C *et al*, November 2006, Teaching and Learning Research Briefing—Number 20. Teaching and Learning Research Programme.

⁵³ Childs, J & J Stoeber, 10 September 2010, Unrealistic goals and standards make teachers stressed. University of Kent.

⁵⁴ Hutchings, M. June 2011, What impact does the wider economic situation have on teachers' career decisions? A literature review. Department for Education. pp11–14.

⁵⁵ Hutchings, M June 2011, What impact does the wider economic situation have on teachers' career decisions? A literature review. Department for Education. pp12–13.

mental health problems guidance.⁵⁶ If teachers are equipped with modern practices, such as emotional reaction and reflection, they will be empowered to proactively address elements of their job that they find challenging, stressful or frustrating. Teacher health, wellbeing and retention would improve accordingly.⁵⁷

24. At the very least, teachers must be made aware of the support services available to them, such as Teacher Support Networks'. As one teacher told us recently, "I don't think that I could currently keep getting to work if I didn't have someone (Teacher Support Network) who understands to talk through my problems with". Teacher Support Network is working with Government and training providers to achieve many aspects of this overall vision for training, development and practice, but encouragement from the Select Committee would be welcomed.

25. Thirdly, school leaders and managers must be advised to implement practices that improve retention, and be encouraged to innovate in other ways. A PriceWaterhouseCoopers' 2007 report on school leadership in the UK "suggested that leadership has an effect on teaching and learning through an influence on staff motivation, commitment and working conditions, and that this is second only to classroom teaching as an influence on pupil learning."⁵⁸ As already mentioned, a culture of distributed leadership, where teachers are supported and encouraged to direct their own development is a key ingredient of quality retention. Such practice may be even more beneficial in schools in challenging socio-economic contexts, particularly secondary schools, where teachers' long-term health, wellbeing and overall effectiveness is shown to be under even greater threat.⁵⁹

26. Teacher Support Network hopes that the new draft Ofsted framework will encourage this kind of quality support by stating that "inspectors will consider whether they (school leaders, managers and governors)... improve the school and develop its capacity for sustaining improvement by developing leadership capacity and high professional standards among all staff."⁶⁰ We also hope to collaborate with the National College on a development tool for leaders in Teaching Schools, but we would welcome investigations by the Select Committee about how else leadership development can be improved.

27. A fourth key action has to come from policy makers, who must proactively research and respond to the negative issues that teachers are giving as reasons for departure. The Government's action in the 2010 Education Bill to improve teacher's powers on behaviour and allegations was a welcome step in the right direction, given that poor behaviour has been identified as a key cause for recent high attrition rates. For the same reason, Teacher Support Network would welcome significant action to address on-going workload concerns. Workload causes attrition⁶¹ and thwarts efforts to improve retention by, for example, preventing teachers from being able to pursue opportunities for professional development.⁶²

28. Finally, additional steps must be taken to make teachers feel valued in society. In addition to fair wages and pensions, teachers should feel valued in the communities they serve. This year, in a survey of 1,922 teachers by the Guardian, more than half revealed that they had considered leaving the profession, and nearly a third said the worsening behaviour of their pupils' parents was the major reason for this.⁶³ A 2009–10 survey by Teacher Support Network and Family Lives found that, whilst the majority of parent-teacher relations are positive, 64% of teachers who responded had been subjected to verbal or physical abuse by a pupil's parent.⁶⁴ The subsequent report, "Beyond the School Gate: how schools and families can work better together", made several proposals on how relations could be improved. A further survey by Teacher Support Network this year revealed a belief among many teachers that better media coverage and positive publicity campaigns would improve the perception of the profession.⁶⁵ Select Committee exploration of ideas to make teachers feel valued would be welcome.

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⁵⁶ 2009, Common mental health problems: supporting school staff by taking positive action. Department for Children, Schools and Families (DCSF).

⁵⁷ Armstrong, K, 19 February 2009, The path to better health and wellbeing in education, Teacher Support Network.

⁵⁸ Bricheno, P, S Brown & R Lubansky, February 2009, Teacher wellbeing, a review of the evidence. Teacher Support Network. pp55.

⁵⁹ Day, C *et al*, November 2006, Teaching and Learning Research Briefing—Number 20. Teaching and Learning Research Programme.

⁶⁰ Ofsted, 30 September 2011, The draft framework for school inspection from January 2012, pp16.

⁶¹ Hutchings, M. June 2011, What impact does the wider economic situation have on teachers' career decisions? A literature review. Department for Education. pp12–13.

⁶² In the 2010 General Teaching Council (GTC) survey, teachers remarked that lack of time, ie workload, was their biggest barrier to improvement: Poet, H, P Rudd & R Smith, November 2010, How teachers approach practice improvement, National Foundation for Education Research (NFER) / GTC. pp29.

⁶³ Shepherd J, 3 October 2011, "Badly behaved pupils and parents put teachers off". The Guardian.

⁶⁴ Armstrong, K & G Lass, 2009, Beyond the school gate: how parents and teachers can work better together. Teacher Support Network & Parentline Plus. pp7.

⁶⁵ Stanley, J, 7 July 2011, "The perception of teachers", SecEd.

Written evidence submitted by the Wellcome Trust

KEY POINTS

1. Given the remit of the Wellcome Trust, our response is directed primarily at science teaching. However, some comments are relevant to all areas of education. The key messages of this submission are:

- A comprehensive approach to recruiting, training, and retaining high quality teachers in the workforce is essential. While we are encouraged by moves to increase the recruitment of graduates into teaching, this will not be enough to tackle teacher shortages in the sciences. Additional focus on training and retaining, as well as facilitating the return of teachers to the workforce (eg from career breaks) is vital.
- Teachers must gain a minimum level of subject knowledge across all three sciences in initial teacher training (ITT) to ensure high standards of teaching in science subjects. We urge the Government to take on board findings of the review of *Acquisition of science subject knowledge and pedagogy Initial Teacher Training*, which highlights varying levels of subject knowledge training across ITT providers. We attach a copy of this report for your information.
- There is a need to increase the science expertise in primary schools. We encourage the Government to support our pilot scheme to provide Continuing Professional Development (CPD) for primary teachers. This scheme will develop primary science coordinators, without a background in science, into highly trained science specialists. This would build on the successful government mathematics scheme—the Mathematics Specialist Teacher (MaST) programme.
- Subject specific CPD is vital to increase the quality of science teaching in schools as well as retain high quality teachers in the workforce. We urge the Government to commit to continued co-funding of the National and regional Science Learning Centres and Project ENTHUSE, subject to the outcome of the forthcoming review.

INTRODUCTION

Attracting the best science teachers

2. Recruiting teachers with strong subject knowledge has been shown to have a positive impact on the quality of teaching and attainment in schools.⁶⁶ This is especially pertinent in the sciences, where teaching complex material requires a deep knowledge of the subject. Well qualified teachers can draw on a greater breadth and depth of subject knowledge to inspire young people to learn more.

3. Although there have been improvements in recruitment, there is still a shortage of science specialist teachers at primary and secondary level, particularly in the physical sciences. Initiatives such as Teach First have helped to attract high quality graduates into teaching, and we are encouraged by the Government's commitment to extending programmes such as these. However, more can be done and we welcome the aim set out by the Government to increase the number of high quality teachers in the system through incentivising excellent science and mathematics graduates.^{67,68} By steadily raising the bar, we are optimistic that the status of the profession will be enhanced, which, over time, will help to attract better qualified applicants.

4. In addition, we would like to see the promotion of graduate engineers as potential mathematics and physics teachers. Nearly 15,000 engineers graduated in England in 2010, compared to 5,500 mathematicians and 2,200 physicists. With the knowledge and skills they acquire, they are clearly a cohort of graduates that should be encouraged to enter the teaching profession. However, both the engineers themselves and schools seldom recognise this opportunity. The Government should therefore make a concerted effort to promote this opportunity for the teaching of mathematics and physics to both graduates and to schools.

5. One area of concern regards bursaries to incentivise high quality graduates into primary teaching. A very low proportion of science and mathematics graduates enter primary training.⁶⁹ For example, in the 17,640 maintained primary schools in England, only 3% and 2% of teachers are science and mathematics specialists respectively.⁷⁰ While those entering training for shortage subjects in secondary will receive £20,000, prospective primary teachers—even with qualifications in mathematics, chemistry and physics—will receive a maximum of £9,000. To avoid deterring science and mathematics graduates from primary teaching, we believe it is important to bring the bursaries available to primary trainees up to the level for secondary trainees.

6. Currently each school has a science or mathematics coordinator. However, they will probably not be a graduate in that subject, nor even have studied it beyond GCSE level. This is of great concern as children's

⁶⁶ Royal Society (2007). *The UK's science and mathematics teaching workforce* http://royalsociety.org/uploadedFiles/Royal_Society_Content/education/policy/state-of-nation/SNR1_full_report.pdf

⁶⁷ Department for Education (2010). *The importance of teaching: the Schools White Paper* <https://www.education.gov.uk/publications/eOrderingDownload/CM-7980.pdf>

⁶⁸ Department for Education (2011). *Training our next generation of outstanding teachers* <http://media.education.gov.uk/assets/files/pdf/t/training%20our%20next%20generation%20of%20outstanding%20teachers.pdf>

⁶⁹ Royal Society (2007). *The UK's science and mathematics teaching workforce* http://royalsociety.org/uploadedFiles/Royal_Society_Content/education/policy/state-of-nation/SNR1_full_report.pdf

⁷⁰ The Royal Society (2010). "State of the Nation—Science and Mathematics Education 5–14". <http://royalsociety.org/WorkArea/DownloadAsset.aspx?id=4294971776>

interest in science is generally initiated in primary school. The Government introduced a programme to train a “mathematics champion” in each school following a recommendation from the Williams review of mathematics teaching.⁷¹ We believe this should also be the case for science and agree with the Royal Society’s call for a highly trained science specialist in every primary school, especially given the success of the programme for mathematics specialists.⁷² We provide further information on how to achieve this in the section on training teachers below.

High quality training of science teachers

7. The continuing development of teachers throughout their careers is essential to increase the quality of teaching in our schools. This is particularly important in science, where a firm basis of subject knowledge is needed from the start, as well as the opportunity to keep up-to-date with contemporary science in a fast moving environment. We have provided comment on areas of training separately below. However, we emphasise that training should be seen as a whole and not the sum of its parts.

Initial Teacher Training (ITT)

8. ITT is the first step to a successful career in teaching and therefore must be fit for purpose. We believe the Government’s proposed reforms to ITT go some way to increasing the quality of teaching in schools. However, we would like to emphasise two points: the importance of assuring a minimum level of subject knowledge during initial teacher training, and evaluation of any changes to practice.

9. It is a particular feature of science that teachers are often required to teach outside their first subject specialism: for example a biology specialist may well have to teach chemistry and physics up to GCSE level. An appropriate level of basic subject knowledge is therefore essential. The Trust recently commissioned a study from the University of Birmingham into the subject knowledge content of different ITT courses.⁷³ This study shows much variation across different institutions, particularly in the subject knowledge content of the school-based component of ITT. We urge the Government to take on board the findings of this report and make clear what steps will be taken to assure that trainees emerge with a minimum level of subject knowledge across all three sciences.

10. Further, if the proposed teaching schools train science teachers in ITT and CPD, the relevant specialist expertise will be needed to assure that training is the same standard as other providers. Moving to a more diverse provision of ITT could exacerbate the variation seen across institutions and make it harder to assure high quality training across all providers. There is clearly scope to work with existing resources such as the Science Learning Centres to ensure that standards do not drop with more dispersed provision of training.

11. We urge the Department to set out how it will monitor and evaluate the impact of these proposals in practice, in particular the impact on quantity and quality of teachers in the profession. If there are indications that new arrangements are leading to a fall in teachers for shortage subjects, rapid intervention will be needed.

Continuity between ITT and continuing professional development (CPD)

12. ITT and CPD should not be separate processes, but too often they are. Initial training is only the start of what should be a career-long process of professional development. Newly-qualified teachers (NQTs) still have much to learn, and although the best schools have excellent induction programmes at the beginning of the NQT year, the process is far from complete at the end of the year.

13. Teachers realise the need for CPD in the early stages of their career. However, they are more likely to take up opportunities for generic CPD rather than science specific courses.⁷⁴ We would like to see a more proactive strategy for systematically developing the skills and knowledge of science teachers, especially in the early years of their careers, to build on knowledge gained in ITT and link with CPD. This will help retain them in the system as well as developing them as professionals.

The importance of high quality CPD

14. Good subject specific CPD should be a regular part of good teaching practice and is vital for increasing the quality of teaching in schools. It is particularly important for science teachers: to keep them up-to-date with scientific developments; to equip them with skills to deal with changes to the curricula; and to learn innovative techniques to explain contemporary science in the classroom. The National Science Learning Centre (NSLC) and network of regional Science Learning Centres, funded in partnership by the Wellcome Trust and DfE, is an existing resource providing high quality CPD to science teachers and technicians across the UK.

⁷¹ Sir Peter Williams (2008). *Independent review of mathematics teaching in early years settings and primary schools* <https://www.education.gov.uk/publications/eOrderingDownload/Williams%20Mathematics.pdf>

⁷² Royal Society (2010). *The Scientific Century: securing our future prosperity* http://royalsociety.org/uploadedFiles/Royal_Society_Content/policy/publications/2010/4294970126.pdf

⁷³ Roger Lock, David Salt and Allan Soares, University of Birmingham (2011). *Acquisition of science subject knowledge and pedagogy Initial Teacher Training*.

⁷⁴ Roger Lock, David Salt and Allan Soares, University of Birmingham (2011). *Acquisition of science subject knowledge and pedagogy Initial Teacher Training*.

15. A continuing problem for teachers and schools is finding the time and money to cover teachers attending CPD courses. To address this, DfE, industry and the Wellcome Trust joined forces in Project ENTHUSE. This initiative provides funding for CPD courses, travel and teaching cover for teachers from across the country to upgrade their subject knowledge and teaching skills at the NSLC in York. Similarly, DfE funds the Impact Awards for teachers attending courses at their regional Science Learning Centre.

16. Evaluations of the Science Learning Centres and Project ENTHUSE showed their significant impact on the quality of science teaching and attainment in UK schools.^{75,76} The National Audit Office recognise in their report⁷⁷ (2010) the impact that training courses supplied by the National network of Science Learning Centres have had in improving teaching and increasing take-up of science and mathematics in schools.

17. The current funding for Project ENTHUSE and the National network of Science Learning Centres ends in March 2013, with a decision of future funding to be made by June 2012. DfE and the Wellcome Trust are commissioning evaluation studies to underpin the already strong external evidence of success. Subject to this evidence the Wellcome Trust is prepared to continue its support for these initiatives for a further five years alongside other funding partners. We urge the Government to provide its continued support for these initiatives in the same respect.

18. We were encouraged by the introduction of the National Scholarship Fund for Teachers as a further resource for teachers to undertake CPD. However, there is a need to widen the remit of the scholarship to cover all attendance costs, including teaching cover, so that it is in line with similar existing schemes such as Project ENTHUSE and Impact Awards. As mentioned above, one of the main reasons schools do not promote external CPD more is the availability and cost of cover teachers. And with the introduction of “Rarely Cover” further limiting schools’ room for manoeuvre on staff cover, too many perceived barriers exist to teachers undertaking CPD. We urge DfE to address this issue.

Primary science teaching

19. Young people’s interest in science is often sparked in primary schools, yet a survey by the Wellcome Trust and the NSLC suggests that the majority of primary schools have experienced a decline in the status of science over the past two years. This follows the removal of science tests at age 11, and is linked to the long-term weakness of primary teachers’ knowledge and confidence in science.⁷⁸

20. To address this, we will pilot a CPD programme that will train a primary science specialist in a large number of schools. Working with the National network of Science Learning Centres, and with input from DfE, the pilot will train teachers who are acting as primary science coordinator that do not have a background in science. The programme is scheduled to commence in summer 2012 and will be accompanied by a robust evaluation to examine evidence of impact. We urge the Government to support this pilot and, depending on its success, enable its national roll-out of the scheme to reach every primary school.

Retaining the best science teachers

21. The current impetus to recruit high quality teachers will not be sufficient to tackle the historic shortage of science specialist teachers in schools, especially in physics and chemistry. It is therefore essential to retain good teachers in the workforce. Worrying data show that, of teachers receiving Qualified Teacher Status (QTS) in 1999, just fewer than 60% of new recruits were still teachers after five years.⁷⁹ Initiatives such as Teach First show an impressive 90% retention for the first two years in the programme following QTS (for which they are committed). However, only 50% remain in teaching after that time.⁸⁰ Clearly improvements need to be made to increase the retention of high quality teachers in the system.

22. As mentioned in the Science and Learning Expert Group report, access to high-quality CPD and interactions with Higher Education Institutions and employers, are important factors in improving retention.⁸¹ In this light, we welcome the recommendation of the recent Science and Technology Committee inquiry that Ofsted should report on how effectively schools provide opportunities for CPD, specifically to externally provided subject training.⁸² This provides further weight to the role of providers such as the National network of Science Learning Centres in delivering this high quality training which can attract and retain teachers in the system.

⁷⁵ <https://www.sciencelearningcentres.org.uk/research-and-impact/networkimpactreport0910.pdf>

⁷⁶ <https://www.sciencelearningcentres.org.uk/research-and-impact/enthuseimpactreport.pdf>

⁷⁷ National Audit Office (November 2010). *Educating the Next Generation of Scientists* <http://www.nao.org.uk/i/doc.ashx?docId=95a6046d-8162-438c-b074-c9975db8a90e&version=-1>

⁷⁸ Primary science survey carried out in July 2011, with 467 respondents. Detailed results will be available on the Wellcome Trust website.

⁷⁹ Royal Society (2007). *The UK’s science and mathematics teaching workforce* http://royalsociety.org/uploadedFiles/Royal_Society_Content/education/policy/state-of-nation/SNR1_full_report.pdf

⁸⁰ <http://www.teachfirst.org.uk/OurWork/>

⁸¹ Report of the Science and Learning Expert Group (2010). Science and mathematics secondary education for the 21st century <http://interactive.bis.gov.uk/scienceandsociety/site/learning/files/2010/02/Science-and-Learning-Expert-Group-Report-Annexes-31.pdf>

⁸² House of Commons Science and Technology Committee (2011), *Practical experiments in school science lessons and science field trips* <http://www.publications.parliament.uk/pa/cm201012/cmselect/cmsctech/1060/1060i.pdf>

23. The role and provision of technicians should not be underestimated as a factor in the retention of teachers. Recent studies have shown that technicians provide invaluable support to teachers in preparing and managing practical work and demonstrations,⁸³ allowing them to focus on teaching. Heavy workload has been cited as one of the main reasons for teachers leaving the profession⁸⁴ and the work of technicians reduces the burden on the teacher. We therefore believe the Government needs to raise the profile of technicians and provide good incentives to attract and retain them in schools, including CPD.

24. Government changes to the system have also been cited as reasons for teachers leaving the profession. Given the upcoming revision of the National Curriculum, it will be particularly important to support teachers to deliver a curriculum that is less prescriptive than its current form. Since the introduction of the National Curriculum teachers have had to deal with moving goal posts and changes to the system. Many teachers only have experience in the current regime. High-quality on-going professional development, as well as revision of initial teacher training, will therefore be essential to support teachers in this transition period.

25. Finally, a recent survey commissioned by the Training and Development Agency (TDA) suggests that over 16,000 teachers who have left the classroom in the last five years, due to taking a career break for example, have tried to return to teaching without success. Worryingly, one third of these teachers were in shortage subjects such as mathematics and science.⁸⁵ The Government must facilitate the return of highly qualified and experienced teachers to our schools following career breaks. Failing to do so would mean a huge waste of time, investment and resources in training these teachers up to a high standard.

November 2011

Written evidence submitted by James Whelan

1. The most successful teachers usually hold many of the same qualities. Patience, assertiveness, strong organisational skills and have good subject knowledge. Not to mention the hundreds of other attributes required to be a successful teacher. Whereas these skills are paramount to a successful career in the profession, the overall focus should be on training individuals who actually *want* to be teachers. Let us not forget that the characteristics listed above do not just lend themselves well to teaching. Policing, medicine and a whole host of other professions all require similar traits in successful trainees.

2. More should be done to get individuals considering a career in teaching into successful schools. "Teacher intro week" could be introduced for interested graduates to go and see what established teachers actually go and do every day. This opportunity could be offered to university students in July after their university exams, and before the school year comes to a close. It could be offered with a small financial incentive to attract graduate attention. Schools could use the extra support for tough classes or to help with gifted and talented students. Furthermore, and most importantly, graduates entrants would have a clearer idea of what they were about to embark on.

3. Looking at Teacher Training itself, the Government is correct in its focus to have trainees spending more time in school. I would suggest a two year PGCE be introduced consisting of three placements. This offers more time in the first year to focus on subject knowledge and educational theory and then three placements in schools. The first year placement would see the student acting as a Teaching Assistant, followed by two more conventional placements in the second year. The further training would help conquer the stresses of the testing NQT year and the extra year would yield a more mature graduate. Too many teachers are employed at 22 years of age, which is often too young.

4. Teacher Training should be a rigorous two year course with exceptionally high standards of teaching and regular, thorough assessment. The fees should be in line with this, yet should be justified with teachers pay and conditions; I will address this later. If trainees do not make the necessary criteria for passing the PGCE, GTP, or other training provider, they should be removed from the course. The same goes for the bachelor of education degree. Teaching is far too important to have "50/50" candidates pass through the system. It is often these individuals that leave the profession in the first five years anyway, a figure disturbingly high by any standard.

5. Routes into teaching can be different yet all hold the same assessment criteria and share equal time placements required in schools. Teach First is an excellent scheme, allowing graduates who would not usually consider the profession a chance to see what it is like. The misconception that a first or upper second degree deems you to be a good teacher does need addressing. And that is something the Teach First team should change. The hard work invested in getting a first or upper second degree is what transpires into making successful teachers, not the academic qualification. More large multinational companies should be encouraged to invest in offering Teacher Training as a means of testing their workforce. Deloitte in particular are delighted

⁸³ Report of the Science and Learning Expert Group (2010). Science and mathematics secondary education for the 21st century <http://interactive.bis.gov.uk/scienceandsociety/site/learning/files/2010/02/Science-and-Learning-Expert-Group-Report-Annexes-31.pdf>

⁸⁴ Smithers and Robinson (2003). *Factors affecting teachers' decisions to leave the profession* <https://www.education.gov.uk/publications/eOrderingDownload/RR430.pdf>

⁸⁵ <http://www.tda.gov.uk/about/media-relations/press-releases-2011/26-09-2011.aspx?keywords=career+break>

with the skills and strong work ethic that many of their Teach First graduates have as a result of their time working in schools.

6. Teachers are regularly assessed on performance and in many different ways in schools. Traditionally this comes from three formal observations in school, as well as continual professional development and bespoke review targets given each year. Free schools, Academies and private schools are given freedom to operate differently. Teachers who are graded as outstanding from these assessments should rightly be rewarded, and this should come in form of a Government acknowledgement. Good teaching deserves to be recognised and this could come from a title similar to Excellent Teacher status or a financial reward or some sort of bonus. Constantly giving your all as a teacher without acknowledgement is a lot for a government to ask. Schemes such as the Advanced Skills Teacher programme and Excellent Teacher Status are sufficient in providing good teachers rewards to stay in the classroom but the grandeur is losing its reputation. Most teachers would sooner be Head of Department, which still holds more respect.

7. Continual professional development (CPD) is seen as a chore and not usually a tool for bettering individual skills and practice. The CPD structure in schools is often forced and commonly is left to box ticking tasks and mindless power point displays. Teachers would benefit more from going out of school to attend talks and debates. Specialist Schools and Academies Trust (SSAT) provide many quality training days as well as key note speakers. I have learned much more valuable lessons watching Allistair Smith and Mick Waters in one hour, than a year worth of in school CPD. Teachers often get caught up in the day to day stresses of the profession, and keeping an eye on the bigger picture is vital to retaining quality staff.

8. How to retain staff is a larger problem and often one not easily answered with the variation of different schools being run across the country. A strong senior leadership team often accounts for a large proportion of teachers' job satisfaction. Feeling supported and respected by ones colleagues is at the heart of a successful school, whereas management that has "given up" often leads to an exodus of staff. The amount of schools transformed by a new Head Teacher is remarkable, yet I believe expecting one Head Teacher to run more than one school is foolish, as a Head Teachers presence in a building is more powerful than is often realised.

9. Teachers pay and rewards should be commensurate to the responsibilities demanded of the job, and envied among other professions. The job of educating the young is too important to rely on good will to fill up a workforce. Teachers starting wage should be 30k and should be advertised where ever possible. Fees for Teacher Training can be increased and extended to two years to make up for some of the cost, with universities complying to some financial partnership with the government. A dramatic campaign would need to be launched in order to transform the common mindset of teaching being unpaid and undervalued. With higher wages come feelings of being valued, wanted and respected. The two neglected areas of the profession that result in so many leaving the job.

November 2011

Written evidence submitted by the National Education Trust

INTRODUCTION

1. The National Education Trust welcomes this opportunity to present evidence to the Education Select Committee.

2. The Trust is an independent charitable foundation dedicated to the promotion and sharing of excellent practice and innovation in education. We are the UK's leading education think and do tank. We harness our extensive national and international experience to bring about improvements for learners, from early years onwards,

3. The Trust's work influences national policy and practice. Since being founded in 2006, we have worked with many major education organisations, several thousand school leaders and classroom practitioners. We bring people together, share what works, provide sustainable improvement support for education leaders and ensures better outcomes for all.

4. We hold to the view that schools in England are now better led, have better teachers and provide more purposeful learning than at any time in our recent history. However, we also recognise that the pace of change in society, the needs of the economy and the challenge of global competition require an increased rate of improvement by the education system.

5. Whilst we have serious concerns about the appropriateness of the curriculum and, in particular, the dead hand of the secondary examination system, we consider the quality of teaching and of teachers to be of paramount importance as we hold to the notion that the *"quality of an education system cannot exceed the quality of its teachers"*.

6. Professional status and respect are key to recruiting the best into a profession and whilst these have to be earned rather than demanded, efforts to attract and retain the best teachers have, and continue to be made more difficult by the adversarial nature of party politics in which it seems necessary to disparage others in order to advance one's own cause—we would deplore such behaviour in our schools.

7. We therefore welcome a Select Committee inquiry into this subject of teachers' quality, the most important contributor to improving education in schools. Our response is based primarily on the views of the Trust and the educationists we work with. However, our views here have been informed by discussion seminar held on 5 October, attended by a high quality cross section of the education community.

8. We address each of the Committee's questions in turn and would be pleased to amplify any points either orally or in writing.

What evidence is available to help identify the sorts of applicants who become the most effective teachers, and the strategies known to be effective in attracting these applicants?

9. Our experience supports the Sutton Trust's conclusion that "it is very difficult to predict how good a teacher will be without observing them in a classroom; paper qualifications and personal characteristics tell us very little. Gender, race, teaching experience, undergraduate university attended, advanced degrees, teacher certification and tenure explain less than 8% of teacher quality".

10. We urge the Select Committee to avoid being prescriptive on how to recruit and select new entrants to initial teaching training and to teaching posts. Not least because, if it attempts to do so, Ofsted will inspect and reduce the process to a bland checklist.

11. However, for those schools not rated as outstanding by Ofsted, there should be a requirement placed on inspectors to review and comment upon the institution's recruitment practices.

12. Governing bodies and headteachers should realise that their decisions on selecting teaching staff are the most significant decisions in financial terms they take and also those which have the greatest impact on outcomes for their pupils. They should rightly be held to account for their recruitment processes.

13. Opportunities for potential applicants to initial teacher training to spend time in good schools should be extended. HEIs, schools, and in particular clusters of schools, should run assessment centres and use other strategies in selecting trainees and appointing teachers.

14. During, and particularly towards the end of their training, trainees need much better help and guidance to find the most appropriate post. This should be a joint professional responsibility of the training institution and schools recruiting in clusters in a given area. Teachers are individuals with particular strengths and need help in finding their professional niche.

15. Another obstacle to schools identifying good candidates is bland and generic references from training providers and other schools. It follows from the Sutton Trust report quoted above that describing candidates' actual performance in the classroom is vital to the initial selection process. A perception of problems with employment law inhibits the use of appropriate language to describe the attributes a candidate would bring.

Whether particular routes into teaching are more likely to attract high quality trainees, and whether the Government's proposed changes to initial teacher training will help to recruit these trainees?

16. The teaching profession benefits from new entrants coming from a wide variety of backgrounds and at different stages in their careers. There needs to be a plurality of routes.

17. For example, Teachfirst has been successful in attracting graduates with high academic achievement; SCITTs attract entrants who are more likely to be representative of the local communities served by their schools; GTPs enable career switches into teaching without the punitive financial consequences of returning to study. These routes need to be maintained and made more available.

18. Teachfirst invests heavily in selection and lessons should be drawn from its approach. High standards and investment in rigorous selection pay off both in terms of quality of teaching and serve to raise the status and therefore attractiveness of the profession. Teachfirst also provides strong support for teachers on its scheme, including from strategic partners; again this support raises the status and attractiveness of the profession. It is arguably the most attractive route into teaching as measured by the number of applicants and their academic quality. There is a good case for expanding the number of places available.

19. However, given the number of new entrants required by the profession (taking into account projected demographic change) such expansion is not likely to transform training or recruitment. For that, focus needs to be placed on the bulk route taken by the majority of entrants to training—18 to 23 year olds in HEIs. This is discussed in more detail below.

20. The establishment of children's centres and other early years' settings, and the Early Years Foundation Stage in primary schools have been successful recent policy initiatives. There is a need to enhance the focus on education for these very young children through increased provision for high quality training of early years specialist teachers. Tackling inequality and underachievement needs to start as early as possible.

21. The National Education Trust is piloting training for leaders of early years settings. There is a need to consider national policy on training and continuous professional development (CPD) for those involved in this critical first phase of education.

What evidence is available about the type of training which produces the most effective teachers and whether the Government's proposed changes to initial teacher training, particularly the focus on more school-led training, will help to increase the number of good teachers in our schools?

22. There is little evidence that the type of training has a major bearing on subsequent teaching quality; the biggest impact comes from:

- selection of candidates to embark upon training;
- selection on appointment to the first teaching post; and
- the opportunity for trainees (and teachers) to observe good practice in the classroom.

23. It follows that trainee teachers should always be placed in excellent schools.

24. As a profession, teaching is based upon both a body of knowledge and its application in practice; both should be present within initial training, the issue is of balance and timing. Successful teaching brings together a wide range of knowledge (eg subject, pedagogy, child development, curriculum); skills (eg communication, interpersonal as well as subject specific capabilities); attitudes and values. In short, teaching is a complex activity which, paradoxically, looks simple when it is done well.

25. The knowledge and expertise required to support the development of highly accomplished and effective teachers does not reside in a single sector or institution. Training programmes would require clear lines of responsibility and involve schools themselves, university departments, Ofsted and potentially other organisations.

26. The large majority of entrants into teaching come through undergraduate or postgraduate routes in HEIs. The numerical requirement for new entrants is such that it would require a seismic shift in policy and resources for this to change. Nevertheless, we advocate a rebalancing of responsibilities between the HEI and schools providing “teaching practice”. At the moment the responsibility (and funding) rests very largely with the HEI.

27. In common with other professions, teaching, and therefore schools, should accept a greater share of the responsibility for training its new entrants. Initial teacher training should be more of an equal partnership between HEIs and schools. Both should be accountable for their contributions through Ofsted; only the best of either should be permitted to provide that training, and funding should be allocated to each according to need. The Teaching School initiative is a positive step in this regard.

28. Whilst undertaking teaching practice in schools, teaching quality judgements of trainees should relate to Ofsted standards. Sometimes feedback from tutors (both HEI and school based) leads the trainee to think they are making a faster rate of progress than is actually the case, creating difficulties in obtaining and succeeding in their first teaching appointment. The new 2012 Teachers' Standards (DfE) will also help “raise the bar” in sifting new recruits into the classroom—see below.

How best to assess and reward good teachers and whether the Government's draft revised standards for teachers are a helpful tool?

29. It is common in other professions for new entrants to be regarded as “associate” members of their profession, with “full” membership following a period of successful practice. Whilst we do not advocate the use of the terms “associate” and “full”, the model is appropriate to the teaching profession. The standards for teachers are helpful in this regard.

30. The select committee report (2010) on teacher education provided an interesting analysis of the situation and proposed the adoption of a Chartered Teacher Status. Such an arrangement would, it argues, “*have greater potential than the status quo for establishing a clearly articulated set of expectations for teachers and progression routes. It would also offer more explicit recognition of the qualifications, training and expertise that a teacher had gained in the course of his/her career [and] make a profound difference to the status of the teaching profession and quality of teaching.*”

31. On first appointment, following training and/or initial induction, teachers should have a provisional registration. Full registration should follow full satisfaction of the standards and should normally be achieved after *two* years of successful classroom practice. Mentoring and performance management would help the newly appointed teacher develop to the point where they fully meet the standards, and certify that they have done so. Those working less than full time may be expected to take longer, but not necessarily pro-rata. Whether full or part time, satisfying the standards rather than time served should be the overriding criterion.

32. Rewarding good teachers should be through peer recognition and performance management. The former comes through a culture of openness of classrooms where teachers regularly see others teach and are seen teaching by their colleagues as part of sharing and improving practice. This promotes professional collegiality and appreciation of each others' contributions. The importance of peer recognition of professional qualities should not be underestimated

33. Salary rewards should be consequent upon performance management rather than pay scale progression. The Teachers' Pay and Conditions document should be drastically slimmed down to a small set of salary benchmarks and brief guidance for headteachers to implement in accordance with their school's policies and needs.

34. The standards for teachers could usefully be supplemented by a description of the attributes of the best 10–15% of teachers, giving a standard for teachers to aspire to and a guide to headteachers in recognising consistently outstanding practitioners. This “Master Teacher” category should be independently assessed and awarded.

35. Excellent leadership is required for performance management and reward systems to be effective. Headteachers should support (and challenge) each other by collaborative working across institutions.

36. Condoning poor performance and/or retaining unsuitable teachers in post can have a devastating effect on both the pupils they teach and on the professionalism of colleagues.

37. Probationary periods are taken very seriously by employers in other walks of life. Swift decisive action—in the first term in the case of a newly appointed teacher—is essential. The financial and other costs of procrastination are much higher.

What contribution professional development makes to the retention of good teachers?

38. Professional life is a creative quest. Teachers want to be successful and good professional development helps by empowering them to manage and teach well. It breeds a culture of mutual support and success and builds professional self esteem, all contributing to a successful school and retention of good teachers.

39. Professional development needs to be viewed as a continuum from initial training to include:

- where the first post follows a PGCE or undergraduate training, induction into the school in July before taking up duties in September;
- effective mentoring, particularly early career, and performance management;
- continuing opportunities to observe good practice; and
- opportunities for CPD both to support teaching practice and for career development.

40. Good CPD encourages teachers to reflect on their own practice, to learn from others within school, to have time out to gain new knowledge, to take part in research, to develop management and leadership skills. Effective CPD should lead to an enhanced contribution by the teacher within their school. Performance management systems should evaluate the effectiveness of a teacher’s CPD and this should contribute to the overall judgement on salary progression. The judgement should be qualitative and by the headteacher, rather than driven by a prescriptive process.

41. Other professions require the maintenance by the professional of a CPD record. At the superficial level of recording events attended, hours spent, or “CPD points” gained, such a record is not worthwhile. Better CPD schemes require self-evaluation on personal needs and those of the employer, planning and action to meet those needs and reflection on improvements to practice and benefits to others (their pupils and school). Such an approach is worthwhile as it relates professional development both to career development and benefits to pupils’ learning.

How to ensure that good teachers are retained where they are most needed, particularly in schools in challenging circumstances.

42. Retention of good staff by schools is dependent upon establishing a clear ethos, shared by all staff, the opportunity to grow professionally, be effective and contribute to the school’s overall achievements, and to be recognised both financially and otherwise for one’s own contribution. Outstanding school leadership provides that environment.

43. Providing teachers in schools in challenging circumstances with more time for individual pupils makes it more likely that they can meet their own high standards of effectiveness. Time requires more teachers and therefore more funding. Whilst more salary helps, the opportunity to be effective is a major contributor to retention.

44. Retention is also about retaining the right teachers, the best teachers. The converse is that the profession needs to be able to remove less than satisfactory teachers much more readily. Teachers who are not suited to the profession need to be able to leave speedily, with dignity, and in the best interest of pupils everywhere. This is fundamental to raising the esteem in which the profession is held by parents and the wider society.

45. Currently, coherence in teacher development too often is left to chance. Many of the elements (programmes for pre-service training leading to QTS status, induction arrangements for NQTs, and CPD opportunities) already exist but they always seem to be treated independently. A framework of progressive standards provides one of the elements to improve coherence, but much more needs to be done to provide a system in which stages of teacher development are indeed linked and recognised.

Written evidence submitted by Alliance for Inclusive Education

What evidence is available to help identify the sorts of applicants who become the most effective teachers, and the strategies known to be effective in attracting these applicants?

1. The Alliance for Inclusive Education is a national campaigning and information-sharing network led by disabled people. We campaign for all disabled learners to have the right to access and be supported in mainstream education. ALLFIE believes that education should support the development of physical, vocational and academic abilities through mixed-ability tuition in mainstream schools so that all students have the opportunity to build relationships with one another. We believe that a fully inclusive education system will benefit everyone.

2. ALLFIE has taken a great deal of time consulting with a wide diversity of people who are interested and connected across the range of education sectors. Seven core principles, evolved from those consultations on, which we would judge an effective and inclusive learning environment. Therefore, it would follow that *effective* teachers are able to appreciate understand and apply the following principles to their teaching:

- Diversity enriches and strengthens all communities;
- All learner's different learning styles and achievements are equally valued, respected and celebrated by society;
- All learners to be enabled to fulfill their potential by taking into account individual requirements and needs;
- Support to be guaranteed and fully resourced across the whole learning experience;
- All learners need friendship and support from people of their own age;
- All children and young people to be educated together as equals in their local communities;
- Inclusive Education is incompatible with segregated provision both within and outside mainstream education.

3. It is important to have clear principles on, which to consider: What is an effective teacher? Becoming an effective teacher is an on going process it is not an end point that automatically follows graduation.

4. There has to be clear and transparent criteria to guide teachers to affect teaching. Effective teaching is unlikely to be within one individual teacher, at all times of their teaching. Effective teaching is more likely to evolve and grow from meaningful and respectful relationships amongst a diversity of teachers and a diversity of learners, within a range of learning environments where there is a negotiated understood and an accepted set of ground rules. Such an environment also benefits from Leadership, which is also based upon the same guiding principles.

5. Therefore an effective teacher would recognise that sh/e is not the font of all knowledge but is able to call upon the appropriate resources to create an inclusive learning environment where all participants are equally valued, welcome and where they feel safe.

6. Having a teacher who is passionate about a subject may be seen as desirable but if the teacher's passion is unable to engage with the learners, the teacher is unlikely to be recognised as an effective teacher. However, to have a teacher who is passionate about learning and cultivating good respectful relationships in the learning environment, this is more likely to engage with learners and guide them to a world of disciplines and love of learning in schools and beyond. Such teachers, who could start such a journey for a love of learning for disabled learners and non-disabled learners, could be said to be effective teachers.

7. THE EFFECTIVE TEACHER?

Consider

Nicholas is 16 years old and has the label of profound and multiple learning disabilities attached to him. He does not use speech; he uses a wheelchair to get around and has some visual and hearing impairments. The school is not certain as to what Nicholas understands or how aware he is of his learning environment. What happens in the effective school?

- Scenario 1: The teacher assumes that Nicholas is not competent and cannot understand his learning environment. Nicholas is segregated from typical classes and other students. The teacher does not innovate with his/her teaching and learning to find ways of connecting with Nicholas. Nicholas is not introduced to other students, the teacher does not engage him in conversation, the teacher has no expectations of Nicholas and he is left to remain silent.
- The teacher does not create opportunities and choices for Nicholas and does not appreciate the purpose in putting effort into finding out who this young man is because he is seen as “less than” others in the school.
- Ten years on, we discover that the school was wrong and Nicholas does understand and is fully aware of his learning environment and aware of all the staff and students in that environment.
- What have we lost?
- Scenario 2: The effective teacher assumed that Nicholas understood his learning environment and was aware of all the people in that setting. The effective teacher fully included Nicholas in all the activities, organising relevant supports and having high expectations. The effective teacher had interesting conversations with him; and took him to a variety of exciting places and introduced him to a challenging curriculum. The effective teacher was innovative and often through a process of “trial and error” created meaningful opportunities for Nicholas to have meaningful choices and relationships with his peers. The effective teacher assumed Nicholas is a competent and social human being and equal to all his peers.
- Ten years on we discover that the effective teacher was wrong and that Nicholas is not aware of his environment and does not understand.
- What have we lost?
- (Adapted from Lynne Elwell’s Least Dangerous Assumption)

8. A teacher may be highly qualified in a particular subject area and able to engage with highly committed learners, taking them through the “A Level Curriculum” to examination success. However, if this process cultivates a disconnection and isolation in the school with large sections of the school population believing that they are “more than” and other students are encouraged to see themselves as “less than” could this be considered as effective teaching or an effective learning environment? What are the consequences of such teaching/learning for our communities?

9. There is great danger in assuming that teachers in segregated special schools are the “experts” about individuals with “Special Educational Needs”(this has come to be an offensive term for many disabled people and their parents) However, such teachers, it has been suggested, are the best “Teacher Training Providers” to other teachers in mainstream schools. It may be many teachers in segregated special schools have knowledge about Down’s syndrome, Autism, and Dyspraxia etc; but may be totally ineffective as teachers with Susan who happens to have Down’s syndrome, Naziar who has experiences of Autism and Zelda who manages her Dyspraxia if they have not developed meaningful relationships with each of these individual students.

10. Simply because teachers have “experience” of teaching is not a good indicator that they will be effective as trainers for other teachers. A teacher may have twenty years experience as a classroom teacher, but twenty years might amount to 20 X 0 if they have not reflected critically upon their experience, or developed meaningful relationships with their students and colleagues.

11. A school is a living community where we encourage respect and self confidence, not a factory for the reproduction of stereotypes about disabled and non disabled people.

12. Therefore, effective teachers are more likely to create effective learning environments where ALL students and staff feel safe and welcome. People are more likely to be effective as teachers if:

- They fully acknowledge that All students have an equal value and have a human right to contribute and participate in the learning environment.
- They assume their students are competent regardless of their particular achievements or abilities.
- They plan carefully for a diversity of student contributions.
- They are willing to listen and learn with their students.
- They are passionate and excited about encouraging students to engage in study and build effective relationships.
- They are able to encourage an acceptance and understanding of difference rather than a fear of difference.
- They appreciate they are teaching people first and the subject is secondary.
- They strive to engage and connect with students.
- They work collaboratively with colleagues and students.
- They are fair and respectful of all students and their colleagues.
- They select and manage appropriate resources to enable access to critical learning for ALL.

- They reflect upon their own practice and engage with ongoing personal development as a teacher.

13. Effective Teachers will have an understanding and appreciation of the social model of disability, which serves to enhance effective teaching for all students. The social model would require an effective teacher not to focus on a student's particular impairment(s) in order to facilitate effective learning. The focus would be on the learning environment, nurturing effective relationships, making necessary adaptations to the teaching/learning environment, differentiating the curriculum, adapting teaching methods and calling upon appropriate resources and supports to ensure maximum access for all students. This again does not require the teacher to be the font of all knowledge but to take a lead in organising and selecting the appropriate resources to ensure the student is able to participate and contribute to the whole group and that all students feel apart of the group and fully included within the learning environment.

"I can't teach anyone anything. I can only create an environment where people learn". Carl Rogers

14. A survey conducted in 1998. *What children say about school*, when asked what make a good teacher the majority of children stated that teachers who are: Happy Kind Understanding and respectful. (Data 24)

<http://www.inclusion-boltondata.org.uk/>

15. The greater the diversity of teachers, the greater the range of contributions to learning. The active recruitment of disabled people into teaching service both at teachers and as leaders will result in a much wider range of strategies and insights into effective teaching/learning for all participants. Disabled people may require a range of support strategies and adaptations within the learning environments; this can result in a wider range of teaching/learning opportunities. The individual who requires additional support in the learning environment becomes an ongoing staff development opportunity, where skills and insights into teaching/learning can enhance the learning of a wider population. Eg, By planning a teaching session to actively include a person who has a visual impairment will encourage the effective teacher to make resources more accessible, which is likely to benefit a greater number of students in that environment.

- Therefore, active recruitment of more disabled people to train as teachers is essential for a more inclusive learning environment.
- The active engagement of Disabled Peoples Organisations for the recruitment of disabled teachers is essential. (contact <http://www.allfie.org.uk/>).
- The creation of partnerships between Disabled Peoples Organisations and teacher training providers to create meaningful and effective recruitment strategies is essential.

Whether particular routes into teaching are more likely to attract high quality trainees, and whether the Government's proposed changes to initial teacher training will help to recruit these trainees

1. Successive Governments have consistently devalued the contribution of teachers to society. Teaching is still regarded in England as an inferior career compared to other services like Medicine and the Law these services attract far greater financial rewards and social status. Whereas a General Practitioner or solicitor could expect to be earning in excess of £200,000 a year, even the highest paid Head teachers are unlikely to earn more than £100,000. Whilst remuneration cannot be seen as the most significant factor to attract people into the service it has to be a consideration.

2. The role of Head teacher is rapidly increasing as they have to take on more of the business aspects of running a multimillion pound institution. Teachers need to come into a service with much clearer career development. There is a need for two clear routes—1, the leadership and management of schools, with staged personal development and nationally agreed career points leading to Headship. 2, the leadership of learning, which keeps highly effective teachers in the classroom with career and financial progression on a par with that of Head teachers. This career route would allow those teachers to “inspire” the next generation of practitioners.

What evidence is available about the type of training which produces the most effective teachers and whether the Government's proposed changes to initial teacher training, particularly the focus on more school-led training, will help to increase the number of good teachers in our schools

1. There is a real concern that by taking training away from dedicated institutions we are losing expertise that can provide a more critical evaluation of teaching and learning environments. Teacher training lecturers have an academic discipline, which can enable them to see beyond the simple and complex day to day running of the classroom. If we were to adopt the career progression described above, leaders of learning, as part of their development, would be attached to teacher training institutions as part of their career development. They would be expected to carry out high quality academic research with their students both in the school environment *and* in the training colleges. This would encourage trainee teachers both the experience of working directly with young learners—but without losing the academic discipline enjoyed in the less frantic atmosphere of an adult learning institution.

2. Leadership for an inclusive learning environment is essential wherever it is to be delivered.

How best to assess and reward good teachers and whether the Government's draft revised standards for teachers are a helpful tool

1. Teachers need far more transparent career progression. To encourage graduates who see teaching as a respected and worthwhile service to others with ongoing opportunities for personal development.

What contribution professional development makes to the retention of good teachers?

1. Provide guaranteed long term ongoing personal development opportunities to keep the teachers critically thinking and developing a love of teaching and learning. Academic research or leadership internships in other institutions or companies would greatly enhance the ability of teachers to continually improve practice. The role of the National College of School Leadership needs to be enhanced by providing clear service progression opportunities for the leadership and management of schools and the leadership of learning—from the moment teachers are given their qualification. There needs to be a nationally recognised system of progression—with universities and colleges providing modules towards qualifications—which can have a direct impact on career and financial progression.

November 2011

Written evidence submitted by The Cathedrals Group

INTRODUCTION

1. The Council of Church Universities and Colleges (the Cathedrals Group) is an association of 15 higher education institutions (HEIs) with Church foundations.⁸⁶ Originally established as colleges of teacher education, they have expanded and diversified their provision into a wide range of subjects (including the arts, humanities, social sciences and professional health and social care) while maintaining a strong focus on teacher education at both primary and secondary levels. As well as providing initial professional training routes for teaching (ITT), the Cathedrals Group (CG) institutions are active providers of continuing professional development (CPD) for teachers. Our teacher education departments are consistently rated among the very highest categories by Ofsted and are already extensively involved in the kind of partnerships with schools that deliver the mix of academic rigour and practical skill-based training necessary to develop teachers of the highest calibre.

2. Our Member institutions make a very significant contribution to the initial training of teachers in England across all three training routes, at both primary and at secondary school level. These are: the HEI-led route; the school-centred (SCITT) route; and the employment-based (EBITT) training route. All our provision is developed and delivered in partnership with our extensive network of more than 3,000 partner schools across the country.

3. We welcome equally those from the faith communities and those of no faith. As denominational providers, we attract significant numbers of trainees from the Christian Churches, Islamic and other faiths. We continue to have links with our founder Churches and are particularly aware of the needs of our faith based partners. CG institutions wish to continue to recruit trainees who are able to become effective teachers in faith schools, including denominational schools.

4. Faith schools are an important part of the education landscape, especially at primary level, and with the establishment of faith Academies they will become more so. For instance, more than thirty per cent of all schools and colleges in England are denominational schools.⁸⁷ There is evidence that faith schools outperform other schools in benchmarking against a range of characteristics, including the proportion of pupils from minority ethnic groups they admit.⁸⁸ One in four of all primary school teachers are trained by CG institutions.

Evidence available to help identify applicants who become the most effective teachers & effective strategies to attract them

5. Analysis of applications and attainment data from our Member institutions do not necessarily suggest a strong correlation between applicants' entry qualifications and their subsequent performance as teachers, though academic performance at "A" level does affect a candidate's facility with the more academic elements of the primary undergraduate programme. Our experience is that performance data from the tests conducted at

⁸⁶ Listed on our website at: <http://cathedralsgroup.org.uk/Members.aspx>

⁸⁷ Catholic Education Service for England and Wales *Digest of 2010 Census Data for Schools and Colleges* indicates that there are 2,199 Catholic schools in England (some 10% of all English schools). The National Society website indicates that there are some 4,700 Church of England Schools (<http://www.churchofengland.org/national-society.aspx>).

⁸⁸ 2010 census data showed the proportion of pupils of minority ethnic origin in England to be 25.5% in primary schools and 21.4% in secondary schools. In Catholic schools the equivalent proportions were 29.2% and 25.2%. (CES *Digest of 2010 Census Data*.)

interview show that subject knowledge is a strong indicator in determining trainee attainment outcomes. What constitutes good subject knowledge for trainees depends upon the age range with which they will be working. For primary applicants, there is a high correlation indicating that those who attain a final grade of 1 (outstanding) for teaching will have scored reasonably well on their tests in English, mathematics and science at interview.

6. Secondary PGCE courses in our institutions attract a wide range of applicants, including significant numbers of mature students; those changing career; those from many faith communities, including applicants who seek to meet the specific needs of Church schools for suitably qualified RE teachers; and those from groups under-represented in higher education or in the teaching profession, including significant numbers of male applicants for primary ITT. Given the diversity of our schools and of our young people it is important that we continue to attract a diverse range of suitably qualified candidates into teaching. Although we would broadly support the Government's proposal to introduce a PGCE entry requirement of a 2:1 degree, we are concerned this could deter good candidates from amongst mature applicants, or applicants in priority subject areas such as maths, physics or chemistry. Some Members find that the relevance of an applicant's degree subject to the PGCE subject is a better predictor of success on secondary ITT programmes than the class of degree obtained. We find trainees obtain good results on school experience regardless of their degree classification. There is evidence that EBITTs have lower entry qualifications, but relatively higher retention rates.⁸⁹

7. In terms of attracting strong ITT candidates, CG institutions already find they are attracting large numbers of good applicants. HEIs put enormous efforts into their recruitment activities for all academic and professional programmes, and this could not be replicated at school level. We find the best recruitment process for ITT to be one operated jointly between our Member institutions and their partner schools that takes into account applicants' qualifications, skills, and potential. This enables us to identify those candidates most likely to succeed as teachers. A partnership approach also helps us maintain denominational balance.

Routes into teaching more likely to attract high quality trainees & whether Government's proposed changes to ITT will help recruitment

8. Our Members already attract highly qualified applicants for both their undergraduate and their postgraduate ITT programmes. These are almost always heavily oversubscribed (sometimes with more than 15 applicants for every place). Some Members report "traditional" PGCE routes continue to attract more applications than for GTP. Members are therefore able to select high quality trainees who show the potential to become high quality teachers. Many CG members are already working in partnership with schools within the current model of ITT, including "Teach First", school-based (SCITT) and employment-based (EBIT) routes. Our existing partnerships with schools are extensive (including trust schools, academies and Training Schools) and partnership schools are already actively involved in student recruitment, course design, training and assessment.

9. We would argue that the present distinction between HEI-led, school-centred and employment-based training routes is outdated as all training routes into teaching are work-based and underpinned by essential academic (pedagogic) teaching and learning. We find all routes attract high-quality trainees though analysis of data from one Member suggests the attainment and long-term retention of those who have followed a traditional PCGE route tend to achieve higher standards during their course and to stay in the profession longer than those on the school-based route.

10. For primary teachers the undergraduate route has demonstrated its appropriateness in selecting and equipping high quality classroom teachers. Information from Members suggests that retention rates for those taking undergraduate professional training routes may be as good as for those taking postgraduate PGCE programmes. These undergraduate training programmes are delivered by HEIs working closely in partnership with schools to ensure students have a wide range of classroom experience and are equipped to deal effectively with a wide range of abilities, behaviours and individual needs.

11. In terms of the Government's proposed changes to ITT, we are sceptical of the proposal to impose an inspection focus on HEIs' selection of candidates. We would argue that joint involvement of Ofsted, ITT providers and schools is equally important for school-led as well as provider-led approaches. Using the existing mechanism of allocating places to ITT providers to increase places in good or better providers and eliminate poor provision is a logical extension of action to improve the quality of teacher training. However, reshaping the nature of the Ofsted inspection of ITT providers to "assess the appropriateness of the selection arrangements which are in place and their impact on the quality and employability of teachers who enter the profession" is potentially problematic. Universities and university colleges are autonomous institutions responsible for the selection of students and for awarding their own degrees and diplomas. The quality of their study programmes and the high quality experience offered to trainees by accredited HEI providers is subject to review by both the QAA and by Ofsted. We think Ofsted's focus should be on the quality of graduates/NQTs when they leave rather than on the quality of applicants prior to arrival.

⁸⁹ Smithers, Alan & Robinson, Pamela (2011) *The Good Teacher Training Guide*. Download report from the University of Buckingham Centre for Education and Employment Research website at <http://www.buckingham.ac.uk/research/ceer/publications>.

12. In contrast we welcome the proposal for a single gateway for PGCE and Graduate Teacher Programme applications (including the initial numeracy and literacy testing). This would greatly improve efficiency and would ensure that a central database of candidates who have passed the numeracy and literacy tests could be handled by UCAS/GTTR. However, there is much work to be done to establish how a single gateway might operate effectively given the very wide range of training pathways and providers that already exist and which might be increased further if some of the proposals in this strategy document are implemented.

Evidence about what training produces the most effective teachers & whether Government's proposed changes, especially focus on more school-led training, will help increase number of good teachers in schools

13. We have commented above on our Members' experience of training teachers on a wide range of routes. We are able and willing to work in school-led partnerships for teacher recruitment and training. Critical to the successful development of such programmes will be the quality of training places and the capacity of schools to organise and manage ITT within the school setting. Both primary and secondary schools would need dedicated staff to manage the process if we are to adopt this model; we doubt this would be cost-effective.

14. It is important for the trainee's professional formation that experience of more than one school is involved and that adequate supervised reflection on the placement experience is provided. This is especially important in a system where state support and inspection is provided for initial training and the onus for updating and extending professional skills through CPD lies with the individual teacher.

15. One obvious issue for primary schools is that they would probably need to be in groupings of schools to have the teaching resource for such an approach. The School Direct model has implications for HEIs in terms of current TDA policies, notably the accreditation of new subjects and the allocation of funded places at individual institutions, and for the Department in terms of managing teacher supply at regional and national level if local needs are to be prioritised through school-led ITT recruitment.

16. There are important operational issues that require early and detailed consideration if school-led partnerships are to operate effectively. These include how the roles of schools and HEIs in trainee selection might be harmonised, recognising that HEI admissions procedures start early in the academic year prior to entry (and for undergraduate entry selection procedures and interviews start 12 months prior to entry). Another key issue to consider is coordinating different operational timetables. For example, school-led partnerships will need to factor into their planning the implications of the QAA requirement that their HEI partner undertake periodic review of all their provision, including their ITT programmes, to ensure quality and standards are maintained.

17. Currently HEI-led ITT routes offer students a range of classroom learning experiences, spent in a number of different schools which are all covered by the HEI's quality assurance procedures and reviewed regularly by Ofsted. We are concerned that, at least in the short term, schools do not have the track record to prove they have the expertise or capacity in-house to offer trainees a high quality experience comparable to that of accredited HEI providers (who are subject to review by both the QAA and Ofsted).

18. We are concerned that Government seems unaware of the extent to which schools are currently involved in HEI-based training and the extent of HEI involvement in EBITTs. The EBITT route is expensive and would be less effective if trainees were not supernumerary (as at present). TDA data for retention (four years after qualifying) indicate that the number of trainees completing the EBITT route who remain in teaching drop consistently after the first year, and converge to just above the level of those who have completed the HEI route after four years. TDA data also show retention rates for those following the SCITT route to be consistently below the other two routes. A focus on the "Teach First" route is therefore unlikely to improve the number of good teachers because of poor retention rates.

How to assess & reward good teachers and whether Government's draft revised standards for teachers are helpful

19. Some Members have commented that they are not convinced that the Government's proposal to target extra financial support via higher bursaries for trainees in priority subject areas is an effective strategy for recruiting high quality applicants. Their experience suggests that it is professional salary levels (including pension provision) rather than bursary support which attract high quality applicants to a career in teaching. Bursaries may offer only a short-term incentive to attract people into teaching, rather than boosting the supply of teachers once the minimum service commitment has been completed. A wider recognition by society about how hard teachers work and better appreciation of their professional standing within the community are important in terms of personal and professional recognition.

20. The Government's revised standards for teachers provide complex guidance that trainees and serving teachers may need help to understand and implement. Cathedrals Group Members will be working with their partner schools to support understanding and implementation of the revised standards. At secondary level we welcome the increased emphasis on managing behaviour but judge the new standards covering personal conduct may be challenging to apply (notably in identifying evidence and in assessment).

Contribution of professional development to retention of good teachers

21. The Cathedrals Group believes that continuing professional development (CPD) is important for individual teachers, schools and pupils. CPD offers serving teachers opportunities for acquiring new knowledge and expertise, updating skills, and developing their professional practice to improve classroom performance. It allows teachers the opportunity to reflect on their professional competencies (building on strengths and addressing perceived weaknesses) and improves motivation by reinforcing personal self worth. Professional recognition by peers is important for even the best practitioners and our Member institutions tell us that teachers who have attended CPD programmes report improved performance for themselves, their pupils and their schools.

22. Although our evidence for links between CPD and improving the retention of good teachers is largely anecdotal since we do not systematically map the professional careers of those we train on CPD programmes and we have no access to national survey data on this subject, as educators we are committed to improving the professional knowledge and understanding of teachers and assisting them apply their professional practice to support pupils' learning to best effect.

23. Our commitment to offering CPD for teachers led in 2011 to a consortium of 11 members of the Cathedrals Group bidding successfully to purchase the Teacher Learning Academy (TLA) from the General Teaching Council for England (GTCE). This will secure the future of the TLA's resources, providing classroom-based support for teachers to develop and evaluate their professional practice, after the expected closure of the GTCE in March 2012.

24. With the loss of the GTCE we are concerned about the future of datasets about teaching and about serving teachers. A useful role for the GTCE would have been the production and maintenance of a database of members, with information about their professional status and qualifications. The records of QTS training providers about the subsequent careers of their students cannot be comprehensive, so a link between the updated GTCE record (or equivalent) with the initial QTS record would provide comprehensive longitudinal data for the profession which is currently unavailable.

25. We note that support for teachers in their first year of professional practice has been extended in Scotland and Wales and would support a similar extension in England. Newly qualified teachers need access to training opportunities and to be encouraged to see their own development as an essential element of good professional practice.

How to ensure good teachers are retained where they are most needed, particularly in schools in challenging circumstances

26. We reiterate our view that supporting a variety of routes into teaching is important in attracting a range of suitable candidates to train for teaching. Most of the Cathedrals Group institutions are involved in GTP schemes to good effect. We are able and willing to work in school-led partnerships for teacher recruitment and training. We agree that School Direct could address the local needs of individual schools and would welcome the opportunity to expand our work with schools to support their recruitment and retention of qualified staff. We hope that the proposals for increased partnership working between HEIs and schools, for example those concerning Teaching Schools and "School Direct" will allow for local variation and build on rather than dismantling the many excellent partnerships that already exist across the country.

27. It is likely that some applicants might wish to apply direct to a particular school for both their initial training and subsequent employment, especially at a time when first qualified posts are in short supply. Anecdotal feedback from some CG institutions suggests that school-led routes may attract good applicants from the local area, particularly those who may already be working in partnership schools as teaching assistants. Potentially these might include a significant proportion keen to remain in their local community. This might prove a successful model for attracting and retaining teachers within the more challenging communities and schools.

28. However, this approach raises several important questions, not least how the breadth of the training experience would be guaranteed if a trainee's experience was limited to just one school and what the impact of a constrained experience on their subsequent teaching career and professional development would be. Good CPD provision would be important to ensure that an individual's initial training was appropriate and sufficient if those entering the most challenging teaching posts are to be, and are to remain, good teachers.

29. Our experience is that to attract good teachers to schools in challenging circumstances more work needs to be done to improve staff-pupil ratios, and provide effective teaching assistants.

Written evidence submitted by AT, Consultants for Change

This submission addresses the following point of interest to the Education Select Committee:

- Attracting;
- Training; and
- Retaining the best teacher's inquiry

With specific reference to:

- what evidence is available about the type of training which produces the most effective teachers and whether the Government's proposed changes to initial teacher training, particularly the focus on more school-led training, will help to increase the number of good teachers in our schools;
- what contribution professional development makes to the retention of good teachers; and
- how to ensure that good teachers are retained where they are most needed, particularly in schools in challenging circumstances.

In May 2001 the founder of Group 8 Education interviewed an experienced teacher in Balmain High School, Sydney, a school at the time in a relatively low socio-economic catchment. This teacher was on the point of retirement and was recognised by the school as an outstanding teacher, that is, one who delivered above average outcomes for pupils. When seen around the school this teacher was frequently surrounded by a gaggle of children who clearly loved being with her and she clearly loved teaching.

During the interview this teacher stated the following: *"in my 30 years of teaching I have never had a discipline problem yet, in this school, there are two or three teachers whose sole objective on entering the classroom is to survive to the end of the lesson"*.

This raised two questions:

- what was the outstanding teacher doing that the others were not?
- And, why were the others not doing it?

Such teachers seem to stay with teaching for the very long-term, indeed are energised when in the classroom, even when working in schools with quite toxic cultures.

Group 8 Education has focused over the last 10 years on investigating and answering these two questions in order to develop ways of assisting teachers and schools to become outstanding.

There is a sufficient body of knowledge and practice now to state that it is possible to create quite systematically a culture within schools that causes pupils to respect their teachers, to feel confident in their own abilities, to go out of their way not to disappoint or let down their teachers. In short, a culture that supports and reinforces positive behaviour, whilst building collaboration, support and wellbeing of teachers

This culture promotes higher academic and pupil wellbeing outcomes, particularly the building of resilience within children and greater job satisfaction and wellbeing amongst teachers.

This culture is sufficiently different as to qualify as meeting Sir Ken Robinson's appeal for "something else"—"Every education system in the world is being reformed at the moment. And it's not enough. Reform is no use anymore, because that's simply improving a broken model. What we need ... (i)s not evolution, but a revolution in education. This has to be transformed into something else." Sir Ken Robinson 2010

The formal research (surveys) and action research undertaken (with more than 150 schools in Australia and the UK) has confirmed that:

- What outstanding teachers do is sufficiently rare as to be viewed as an outlier ie less than 10% of teachers are outstanding in this way yet on average successful adults can point to two such teachers in their own schooling who had a disproportionate impact on their subsequent success. Few in number but a significant, long-term impact.
- What outstanding teachers do is effective because it more closely meets the needs of children who in return respond by paying attention to the teacher.
- What outstanding teachers do does not fit into a currently recognisable framework so that outstanding teachers themselves cannot explain what they are doing and average teachers find it near impossible to emulate them.
- When interviewed, outstanding teachers report that they developed their practice despite the system, not because of it (eg a particular family background, a teacher they had had whom they wanted to emulate, a teacher they had had whom they DID NOT want to emulate, a mentor early in their career who suggested this way rather than that way, etc).
- What outstanding teachers do is learnable and so is teachable to most teachers and certainly teachable to teachers just entering the profession.

Group 8 Education has been working with schools in the UK for over six years and one school who has worked with them consistently over four–five years is now reporting significant improvements in—teacher effectiveness, teacher's sickness absence rate, pupil engagement in the classroom, attainment at all levels,

teacher job satisfaction, attendance, persistent truanting (this has halved), staff commitment and collaboration across the school.

This school has agreed to become an ambassador for the approach as the whole school culture has been transformed. Teachers are much happier, short term/single day absence amongst teachers has dramatically fallen and commitment and collaboration to and with each other is outstanding.

The Group 8 programmes focus on changing the culture from one of “conditional” respect to one of “unconditional” respect. Group 8 Education’s research proved that a teacher’s perception of respect and a child/young person’s perception of respect were different. Children and young people need unconditional respect whilst our education system fosters conditional respect.

Children also need to be listened to—there are four main meanings attached to the word listening:

The most superficial form (or level) is called “downloading” and this describes when we listen to someone and all we hear is what confirms our own views and beliefs (and prejudices). This level of listening is designed for the listener’s benefit.

A second, deeper level is called “attentive listening” where the listener is listening for what is different in what the other person is saying. This is useful for the listener if that difference stimulates new thinking.

A third, more profound level is called “empathic listening”. At this level the listener is beginning to see the world from the speaker’s point of view and begins to experience the same feelings that they do. This is useful, indeed, can be very useful for the speaker in allowing them to feel understood, a precursor to them being able to make sense of their own thoughts, needs, etc.

The most profound level is called “emergent listening” and at this level both speaker and listener are affected. When we experience this—and we all have—we feel an almost visceral feeling of possibility arising from deep within us.

What children mean by “listened to by teachers” are levels three and four—“empathic and emergent listening”—and it is these forms of listening that are exhibited by outstanding teachers towards their pupils. The majority of teachers listen at levels one and two—“downloading and attentive listening” but some may provide more profound levels to a minority of their favoured pupils.

The process of education is one of gradually leading (latin, educare = ex + ducere) the child out of the childhood mind state (that we call the red zone) and into the adult mind state (that we call the blue zone).

This process has TWO components:

- Engagement with interesting and challenging content to stimulate the adult, or blue zone, mind state (this is the core of our current education systems and redesigning curriculum is the first port of call when performance levels drop).
- Engagement by a person to “quieten down” the childhood, or red zone, mind state (our current education systems do the opposite of this, they maintain the red zone active within children and thus within the adult—historically, this was for reasons of control, an active red zone makes us risk averse and uncreative and thus dependent on authority figures, an active red zone was controlled by the use of force in the past).

Being engaged by a person allows the child to contemplate difficult, scary or challenging circumstances without falling back into the childhood mind state or red zone (where the response would be panic or fear, an inability to see any other but a self-centred point of view and a general inability to face up to the issue).

Engaging a child in this way on a regular basis builds resilience in the child, and subsequently the adult, to be able to face up to an uncertain future whilst remaining in the adult mind state and with all their faculties available to them ie the childhood mind state or red zone has been “quietened down”. There is a reciprocal effect to this—a teacher is also engaged and is in the best possible mind state for learning. An outstanding teacher learns in the classroom whilst an average teacher does not. This provides the outstanding teacher with interesting insights and helps create job satisfaction.

This second component of the educative process is excluded both from our current education systems and from thinking about those systems. It is only those teachers who, despite the system, have developed the key behaviours as well as a command of the curriculum who can provide both the components of the educative process that children need today.

Satisfied and fulfilled teachers in schools can best be supported and reinforced by integrating the missing component into our education systems by creating school cultures based on unconditional respect downwards and empathic and emergent listening. Such integration will create a transformed education system (what Cisco, and we, call Education 3.0).

Group 8 Education has found that there are two practices that we call “Observational Listening” and “Powerful Questioning” that give access to “empathic and emergent listening” and “unconditional respect downwards”, respectively.

Both of these practices are learnable, and therefore teachable, and both can be disseminated very effectively by modelling ie by leaders using them with teachers and teachers using them with pupils. Outstanding head teachers can transform schools by modelling these behaviours, such is their influence on culture.

As these are practices (or behaviours) then repetition will turn them into habits and once a critical mass have these habits then it becomes “the way we do things around here” or the culture of the school.

It is thus possible to develop widely and quite systematically the key behaviours that make teachers outstanding in the classroom and thus support teachers being satisfied in their role.

To make such a shift in culture both systematic and sustainable these behaviours need to be embedded in process and the central process in a school is performance management. Current performance management systems are based on conditional respect and thus do not natively support the behaviours that are key to “outstanding” performance.

Group 8 Education, for example, has developed Performance Appraisal 3.0 to provide such a central process for schools and other organisations that want to make this shift systematically and sustainably. This process is based on unconditional respect downwards and encourages empathic and emergent listening as a matter of course. It introduces a pupil feedback mechanism for staff which highlights areas of development and a peer feedback mechanism to inform the building of collaborative and committed bodies of staff.

To summarise:

- An education system that combines both content and engagement supports the professional growth of its teachers.
- Those teachers who can provide both content and engagement are able to deliver superior results with minimal behavioural problems today, these teachers are satisfied in their role and happy to remain in the system.
- It is possible to develop quite systematically the behaviours that engage children in this way such that they become the normal practices of staff and culture of a school.
- In building a culture built on unconditional respect and empathic and emergent listening behaviours are changed and a much more professional and accomplished staff emerge.

November 2011

Written evidence submitted by Gatsby Foundation

ABOUT GATSBY

1. Gatsby is a Charitable Trust set up in 1967 by David Sainsbury (now Lord Sainsbury of Turville) to realise his charitable objectives. We focus our support—which in 2010–11 exceeded £68 million—on the following charitable areas:

- Plant science research.
- Neuroscience research.
- Science and engineering education.
- Economic development in Africa.
- Public policy research and advice.
- The Arts.

INTRODUCTION

2. Gatsby recognised some time ago that the only way to achieve our ambitions regarding the supply of science, technology, engineering and mathematics (STEM) skills to the UK workforce was to ensure that young people were taught by well-qualified and motivated specialists.

3. Over the last decade Gatsby has worked with a variety of teacher training providers in a range of universities looking at ways to enhance and improve initial teacher training and improve teacher retention.

4. The majority of our work has focused on the recruitment, training and retention of physics teachers. However, the issue of specialist teachers is of significance across the curriculum and lessons learned from our work with physics teachers are applicable to other subjects, in particular maths chemistry, and modern foreign languages.

5. We suggest that as part of its Inquiry the Committee should examine:

- whether current and proposed entry requirements will ensure that the best teachers are recruited into teaching;
- whether the DfE has sufficient relevant data to know if training and retention strategies are actually working;

- what targets for the number of specialist physics and chemistry teachers the DfE plans to put in place; and
- what strategies the DfE has to reduce the attrition of early career teachers.

MEASURING SUCCESS

6. The paucity of available data on the teaching workforce has long been a source of frustration. Indeed it was not until a Gatsby-supported report by Smithers and Robinson in 2005, “Physics in schools and colleges”, and the 2006 NFER survey, “Mathematics and science in secondary schools”, that there was any numerical understanding of the shortage of specialist science teachers.

7. The recent DfE publication, “A profile of teachers in England from the 2010 School Workforce Census”, is a helpful contribution to understanding teacher deployment but, as the report itself rather timidly acknowledges, much more needs to be done to track individual teacher movements and workforce flow.

8. Understanding the school workforce is made more complicated because there is not yet a universally agreed definition of a specialist teacher. Current definitions do not account for the variety of different ways it might be possible to become a specialist (eg by virtue of first degree subject, pre-initial teacher training subject knowledge courses, or professional development courses). Schools themselves often express difficulties in articulating the number of specialist teachers on their staff for this reason.

9. A clear definition is required of what is meant by a specialist teacher. This would not only enable better tracking of individual career trajectories but would also allow Ofsted to report on whether an individual school had an appropriate number of specialist teachers in place.

10. In the light of significant changes to initial teacher training, including the introduction of more employment-based training routes and changes to the regulations around the deployment of FE teachers in schools, it is imperative that the government is able to monitor the impact on the teaching workforce. We suggest the Committee discusses with the DfE whether the current data the Department collects is sufficient for tracking the career trajectories of individual teachers, therefore enabling the evaluation of different teacher training routes and professional development initiatives.

11. We also note that the long-term targets set by the previous government for the proportion of physics and chemistry teachers in secondary schools have been discarded. It must surely be sensible for the government to have some measure of what success looks like in terms of the numbers of specialist teachers working in schools—so this should inform recruitment, retention and retraining strategies—so we urge the Committee to press Ministers on when such KPIs will be reinstated.

THE IMPORTANCE OF SUBJECT KNOWLEDGE

12. The importance of subject specialism in secondary school teaching cannot be over emphasised. Report after report has come to the same conclusion: that the quality of an education system cannot exceed the quality of its teaching workforce. The teaching of science continues to suffer because there are too few specialist physics teachers working in schools.

13. It is vital that alternative routes into teaching shortage subjects are maintained. Over the last decade Gatsby has worked with the TDA, Royal Society of Chemistry and Institute of Physics to develop Subject Knowledge Enhancement (SKE) courses, both prior to initial teacher training and as professional development courses for existing teachers.

14. Gatsby is supportive of the aim of raising the bar to entry to initial teacher training in order to improve the status of teachers. However, we are concerned that the funding arrangements described in the DfE’s proposed improvement strategy might create a perverse situation where an individual with a first class degree in, say, music could undertake a physics enhancement course and be immediately eligible for a £20,000 bursary, while a contemporary with a 2.1 physics degree from a Russell Group university would receive just £15,000.

15. We suggest that some flexibility needs to be built into the system by applying rules similar to those used for postgraduate training funded by the government Research Councils, whereby degree class can be enhanced by postgraduate qualifications or relevant work experience and exceptional circumstances are taken into consideration.

16. A significant issue for current SKE courses has been the lack of common standards and variation in the way course specifications have been interpreted. This lack of consistency around the expected levels of subject knowledge and subject pedagogy has resulted in considerable variation in the rigour of the courses and hence the quality of the teachers they produce.

17. We believe that this issue should be addressed through tests that assess subject knowledge and create a common standard for 11–16 teaching and 11–18 teaching. Subject knowledge testing could allow a route into teaching for those with poor quality degrees but with a commitment to improving the quality of their subject knowledge. The tests could also provide a definition of a specialist teacher. In science, until a teacher passed the test they would be regarded as a “science teacher” but not a “specialist physics teacher” or “specialist chemistry teacher”.

18. We are currently working with the Institute of Physics and Royal Society of Chemistry to create diagnostic physics and chemistry tests to support the development of teachers' subject knowledge. These tests could be adapted to set a subject knowledge standard for those entering initial teacher training or on completion of an SKE course. Gatsby would be keen to work in partnership with government to develop these pilot tests further if there was interest from the DfE.

THE STRUCTURE OF INITIAL TEACHER TRAINING

19. Gatsby has trialled several small-scale pilots with PGCE courses where subject knowledge is enhanced by intensive, additional tuition. The conclusion from each one of these pilots has been the same: such approaches do work but to secure systemic change the science PGCE needs to be lengthened (from 36 to perhaps 42 weeks) to cover the subject knowledge necessary to teach the full range of school science(s) confidently and effectively.

20. Given the depth and breadth of work that needs to be covered within the training of a science teacher, we suggest the Committee considers how more innovative approaches to teacher training might be incentivised, including the piloting of longer PGCE courses.

PROFESSIONAL DEVELOPMENT & MENTORING

21. Gatsby strongly believes that there are significant variations in and problems with the support received by teachers during their training and early career, regardless of training route. This impacts both teacher quality and retention.

22. It is sometimes assumed that new teachers do not have any further need to develop subject knowledge and subject pedagogy as this has been dealt with during ITT. As a result they receive very little subject based support in their classrooms. But this support is vital not just in ensuring students benefit from high quality lessons but also in building the confidence of new teachers. Without support many new teachers struggle and consequently leave the profession. This problem is particularly acute in physics as newly qualified physics teachers often find themselves as the only physics specialist in their school and have nowhere to turn for subject specific support.

23. Gatsby has been working with the Institute of Physics (IOP) over the past eight years to develop a mentoring programme for physics teachers in their early career, providing them with support from experienced physics teachers working in other local schools and helping them to become a part of the wider science and physics teaching community. Independent evaluation has shown that this mentoring can improve retention and that both individual teachers and schools as a whole can see significant benefits from such programmes. We believe such support should be provided to all new physics teachers rather than on the "opt-in" basis that has been piloted by the TDA in the past.

24. We have commissioned Sheffield Hallam University to undertake research examining the effectiveness of a number of teacher mentoring programmes, including the recently ended TDA-funded pilot and the IOP's Stimulating Physics programme, as well as work previously supported by Gatsby. The final report of this research will be published in early 2012.

CONCLUSION

25. Recruiting and retaining high quality teachers is a long-standing problem. The problem is particularly acute in the area of physics teaching. We, and others in the education community who have studied the issues over the years, are firmly of the opinion that the best chance of success lies in a partnership approach between government and those organisations who best understand the community and landscape.

26. After more than a decade of devising and evaluating programmes to address physics teacher shortages, Gatsby has amassed a unique body of knowledge relating to what works and, equally as important, what does not. Although our work is primarily supporting physics teaching, many lessons are transferable to other curriculum areas.

November 2011

Written evidence submitted by ETeach

1. BACKGROUND

1.1 This submission is based on my initial experience as a teacher, and as a pioneer of online education recruitment since 1995.

1.2 I established Eteach UK in 2001 as a better and more cost-effective way for schools to recruit staff. The core concept behind Eteach is straightforward: for the cost of a couple of advertisements in traditional print media schools can advertise unlimited vacancies on www.eteach.com through an annual licence. Membership is free to teachers.

1.3 The number of teacher members has been steadily growing and is currently over 600,000. The main attraction of membership is the number and range of vacancies in the UK and abroad, and this is reinforced by the creation of a teacher community through social media. At the end of the last financial year we had more than 6,000 schools recruiting through Eteach.

2. ATTRACTING TEACHERS

2.1 Eteach uses cutting-edge online technology, combined with in-depth knowledge of the education sector, to help schools recruit teachers.

2.2 Teachers, especially younger ones who are digital natives, like using the internet and find that looking for their next job online is quicker and easier than with traditional methods. By entering their CV on www.eteach.com they have access to a live database of vacancies. We are constantly improving and refining the online job search, and the application process is straightforward, backed up by easy-to-use online tools and advice.

2.3 For schools an appealing and easy to use website is crucial to recruit teachers. Eteach offers every member school its own Career Site, ensuring that it looks professional online to attract the best candidates. A career site must be:

- interactive and content rich;
- quick and easy to use; and
- search engine optimised.

2.4 Eteach also developed School and Regional Talent Pools to enable schools to collaborate in finding teachers, as well as ensuring a better candidate experience. Recruiters can set up a Talent Pool of their own, a database of potential employees that attracts teachers who want to work in their school or join a Regional Talent Pool, enabling them to access teachers who are interested in working in their region. Talent Pools are a success with teachers, giving them access to schools all year round and enabling them to put themselves forward for *future* vacancies.

2.5 Schools need to improve the way they advertise online to attract the best teachers, so Eteach has developed a Best Practice Guide on writing an effective recruitment advertisement.

2.6 Working with over 6,000 schools we are aware that, although they face common issues and challenges in recruiting, each institution is unique. To help them recruit more effectively, Eteach has developed a Recruitment Healthcheck which clarifies where recruiters should be focussing their attention—improving their own website, writing better job adverts, or managing applications.

3. NQT INDUCTION AND DEPLOYMENT

The internet has great potential to improve the way new teachers are deployed into their careers and by managing/supporting their induction process. The most radical version of this could be a “draft” system, or even a UCAS-style clearing system; either would be a more structured way of deploying our valuable NQT resources.

3.1 Currently, some areas have a surplus of newly qualified teachers and other areas suffer from acute shortages. NQTs get little support or direction in finding their first post and tend to apply for jobs around their university or near the family home.

Eteach can provide a national talent pool/database which would track all the student teachers who are about to become available and then match them with schools in areas where they are most needed, turning around the current haphazard and expensive process of recruitment advertising. I estimate that more than £100 million per annum could be saved using the existing Eteach talent pool technology in this way.

3.2 A new teacher’s introduction to their first school is crucial, but induction programmes for NQTs vary from one school to the next and can be costly on staff time and resources. Schools and teachers need a regional or even a local NQT induction programme, delivered by a specialist team targeted on retention numbers. This would be especially useful for smaller schools that cannot spare a member of staff for this important, but time-consuming task. The programmes could be co-ordinated through a local hub, a lead school or a teacher training institution, or a combination of both.

Written evidence submitted by million+

ABOUT MILLION+

1. million+ is a university think-tank which provides evidence and analysis on policy and funding regimes that impact on universities, students and the services that universities and other higher education institutions provide for business, the NHS, education and the not-for-profit sectors.

INTRODUCTION

2. Universities that provide Initial Teacher Training (ITT) (also referred to as Initial Teacher Education ITE) are deeply committed to delivering quality in the training of teachers, improving education practice and pedagogy and enhancing the status of teaching as a profession. million+ therefore welcomes the Government's recognition (outlined in the recent DfE teaching strategy document *Training our next generation of outstanding teachers*) that universities bring great strengths to the training of teachers. We also welcome the emphasis on the continued importance of universities within the ITT system and on universities working in partnership with schools.

3. However, million+ has concerns about a number of the Government's specific proposals for teacher training and the apparent reliance on a small number of studies that are not sufficiently independent or rigorous for policymaking. We therefore welcome this opportunity to submit evidence to the Education Select Committee on how the best teachers can be attracted, trained and retained in the profession.

What evidence is available to help identify the sorts of applicants who become the most effective teachers, and the strategies known to be effective in attracting these applicants?

Whether particular routes into teaching are more likely to attract high quality trainees, and whether the Government's proposed changes to initial teacher training will help to recruit these trainees?

4. An effective recruitment process combines diversity and flexibility with the maintenance of high standards. It must be rigorous and is currently based on a partnership between higher education and schools that takes into account qualifications and skills but also attitude and potential. There are considerable merits in a recruitment process which involves universities and schools since this partnership provides an important foundation for the future continuous professional development (CPD). CPD is essential to the development of improved practice, the retention of high quality and effective teachers and also the university- school/college partnerships which contribute to improvements.

SCHOOL INVOLVEMENT

5. School involvement in the selection process has been required since 1992, is well-established within universities and helps to identify candidates that are most likely to succeed as teachers. For example, at the University of Bedfordshire, ITT applicants visit partner schools to undertake teaching observations and work alongside children. Feedback from partner schools is collected and fed into the selection process and staff from these schools sit on the selection panel.

6. We welcome the Government's aim to further involve schools in the selection process of applicants. However, it is important that DfE acknowledges the resources required in terms of staff, administration and funding to support any further extension of current practice.

ENTRY REQUIREMENTS

7. Academic qualifications are an important factor in recruiting high quality candidates to teaching. Entry statistics confirm that higher education institutions are already fully committed to high quality applicants:

- 91% of secondary school trainee teachers with a UK degree have 2:2 or better degree—up five percentage points since 1998–99.
- 95% (9,441) of primary school trainee teachers with a UK degree have a 2:2 or better degree—a three percentage point rise since 1998–99.⁹⁰

8. However, million+ believes that care must be exercised in relation to the definition of quality and associated DfE plans to withdraw funding for trainee teachers with third class degrees from September 2012 and differentiate between the bursaries that will be available according to degree classification. There is no automatic link between degree classification and the quality of teaching in the classroom. Degree classification may “signal” high status but there is a potential risk to the recruitment of mature students and people switching to teaching mid-career who may offer skills, knowledge and understanding which are greatly valued by schools.

⁹⁰ TDA (23 July 2010): “Teaching makes the grade for top graduates” <http://www.tda.gov.uk/about/media-relations/press-releases-2010/23-07-2010.aspx>

9. Some of these applicants may possess qualifications which were awarded against different criteria many years ago. International candidates may also be disadvantaged owing to the difficulties of establishing equivalency with degrees awarded in England. The net effect may be to discourage or prevent applications from candidates with the potential to be outstanding teachers. This may hinder efforts to ensure that the teaching body reflects the diverse nature of British society.

10. Removing the remaining flexibility in recruitment practices is unlikely to improve the quality of applicants and could risk having an adverse effect.

ENTRY TESTING

11. Universities already operate rigorous selection processes for prospective trainee teachers that include in-person interviews and assessments of candidates' interpersonal skills. We therefore welcome the Government's proposal to leave decisions about interpersonal skill assessments to ITT providers and school partners.

12. Many universities operate additional literacy and numeracy testing at interview as part of the process of assessing the intellectual ability of the candidates and their ability to communicate effectively, and to comprehend, analyse and critically evaluate information. Given the intensity and demands of teacher training, the proposed removal of the skills tests from the teacher training year or final year is likely to be helpful. It is also logical for candidates to sit tests prior to the investment in their training is made.

13. However, incorporating the literacy and numeracy tests within the selection process does create the need for guidance and support for candidates who are switching career later in life and may be unfamiliar with such testing practices. Again, one unintended consequence might be to deter applicants who would have gone on to be successful teachers.

STABILITY

14. The decision to train as a teacher is often planned over a long period of time and supported by prior knowledge of the financial support, the application process and the training programmes available. If the funding available to ITT students varies from year to year without sufficient advance notice then potential candidates may be deterred. Similarly, rapid changes to the admissions process may also create confusion with a risk to supply. DfE should recognise that ITT providers have a clear need to plan strategically and maintain staffing, quality assurance and expertise in specialist areas. Uncertainty and changes of policy and funding have the potential to damage the recruitment of high quality trainees and the stability of current provision.

What evidence is available about the type of training which produces the most effective teachers and whether the Government's proposed changes to initial teacher training, particularly the focus on more school-led training, will help to increase the number of good teachers in our schools?

The role of universities

15. Universities play an essential role in the development of good teachers and should continue to do so. The role of universities is wide-ranging. In summary, they

- have track record of delivering initial teacher training (ITT/ ITE) to a high standard;
- have long standing, strong and supportive partnerships with schools, where all trainee teachers spend the majority of their time;
- provide a wide range of services and resources to support the development of teachers and schools, helping to drive forward school and college improvement;
- deliver effectively and efficiently the majority of teacher education and have been very flexible and responsive to developments in ITT provision;
- provide in-depth knowledge and understanding of subjects that are vital to effective teaching;
- engage in practice-based research which drives the improvement of skills and practice;
- play a major role in developing teaching as a key profession and enhancing the standing of teachers;
- provide CPD that draws upon the high quality provision of ITT courses, practice-focused research and the ongoing development of the subject to enable teachers to continually improve;
- manage and provide an efficient and effective recruitment process which recruits from a national and international pool of talent and ensures a diverse yet specialised teaching-body; and
- support Academies and University Technical Colleges including by the involvement and expertise of university education departments.

UNIVERSITY/SCHOOL PARTNERSHIPS

16. The role of universities which is outlined above is based on a partnership approach with schools and colleges which is not fully reflected in the current categorisation of teacher training routes into "higher education institution" and "school/ employment-based". For example, two-thirds of a trainee's time on a PGCE

course is spent in a school.⁹¹ University-led ITT is based on a partnership of the academic excellence, subject knowledge and development of professional competence that universities provide, combined with the invaluable practical experience and engagement offered by schools. In practical terms these partnership rely on shared leadership of teacher training programmes where, for example, trainees are recruited and trained jointly by the institution and the school and support jointly appointed staff as well as secondments between the partners.

17. million+ welcomes the involvement of schools in ITT but believes it is essential that universities and schools continue to work in partnership on an equal basis. Universities currently provide the overwhelming bulk of ITT provision, have sizable education departments, close links with local schools and colleges and substantial expertise in teacher training and education research. Proposals to move ITT away from these centres of expertise should be supported by rigorous evidence. million+ is concerned that the Government's proposals to transfer responsibility for ITT provision to schools are not based on robust evidence and have the potential to undermine rather than enhance improvements in practice.

OFSTED RATINGS

18. DfE recognise that “Ofsted ratings of PGCE provision led by universities are positive”⁹² when compared with alternative teacher training routes. However this hugely understates the extent to which OFSTED inspections of ITT providers rate universities much more highly than school-based providers.⁹³

19. In 2009–10 OFSTED inspected 151 initial teacher education programmes including 64 higher education institution-led partnerships, 22 school-centred initial teacher training partnerships and 39 employment-based routes. These inspections found that there was significantly more outstanding initial teacher education delivered by higher education-led partnerships than by school-centred initial teacher training partnerships and employment-based routes: 46.8% of the 64 HEIs inspected were deemed outstanding, compared to 39.0% of employment-based routes and 22.7% of school centred routes.⁹⁴

20. Overall, OFSTED found that higher education-led partnerships offering training to teach in maintained schools demonstrate better capacity to improve than school-centred partnerships. A very large majority of higher education led providers have good or better capacity to improve and about half are outstanding. By way of contrast, for school-centred provision, just under one quarter of providers were judged to be outstanding for capacity to improve.

21. The vital role of universities is also evident in the fact that of the 15 employment-based routes that OFSTED assessed as having with outstanding capacity to improve, 11 were linked to a higher education institution.⁹⁵ This reflects not only the strength of university research and pedagogical expertise but also the high quality resources and facilities such as science laboratories and libraries that universities offer. Universities have a key role in ensuring future teachers are creative, challenging and reflexive. For continuous improvement in the quality of teacher training and teaching staff to be realised, it is vital that schools involved in teacher training continue to work closely with universities.

CAPACITY AND STRATEGIC LIMITATIONS OF SCHOOL-LED TRAINING

22. There are reasons to be sceptical about the capacity of schools to commission, manage and quality assure large numbers of trainee teachers (approximately 23,000 per year), whether as teaching schools or collaboratives. For instance a small primary school in a rural village may not have the capacity to do so, even if the school is working in partnership with other similar schools. The proposals therefore risk destabilising an effective system of commissioning and quality assurance with questionable benefits and outcomes.

23. Moreover, shifting responsibility for teacher training away from a universities-schools partnership approach into the domain of schools potentially represents a move away from a strategic national allocation model to one based upon local supply and demand. Universities seek to recruit trainee teachers from a national and international pool of talent and, working in partnership with schools and collaboratively with other local university ITT providers, are able to address specific local and regional recruitment needs whilst bringing in new and more diverse talent from outside the region and avoiding duplication of subjects. A more localised, school-based recruitment model may well reduce the opportunity to recruit a diverse range of teachers and lead to the supply of teachers becoming overly parochial and place-specific. Universities also lead national programmes in specialised fields such as Special Educational Needs that is unlikely to be replicated in any schools-led approach.

24. Universities also have long-standing experience of effectively operating large-scale and complicated admissions processes. Making higher education institutions the focus of the recruitment effort enables them to be a clear point of information to students, to coordinate the recruitment process across a range of schools, and

⁹¹ ITT Standards Guidance R2. 8 http://www.tda.gov.uk/training-provider/itt/qts-standards-itt-requirements/guidance/itt-requirements/training-requirements/training/R2-8.aspx?_st=-1013241123

⁹² DfE (June 2011): *Training our next generation of outstanding teachers: An improvement strategy for discussion*

⁹³ Ofsted (2010) Annual Report 2009–10: Quality and Standards—Initial teacher education

⁹⁴ Ofsted (2010) Annual Report 2009–10: Quality and Standards—Initial teacher education

⁹⁵ *ibid*

to minimise the burdens of the process on school time and budgets. The risk is that a school-based admissions process could cause confusion for applicants and a heavy and expensive burden for schools.

A WIDE-RANGE OF TEACHING EXPERIENCE

25. Many trainees do not know exactly which school they would like to teach at before they apply to train. Trainees on university-led ITT courses welcome the QTS requirement to undertake placements in contrasting schools as this gives them access to a broader range of learning contexts, teaching practices, classroom set-ups and learning opportunities. It also enables them to meet teaching staff at different schools and experience different school environments and senior management styles, which in turn shape subsequent decisions about where a trainee would like to teach. Training teachers to work across a range of different types of schools and learning contexts is vital as it encourages the qualities of flexibility, resilience and pedagogic reflection that are essential in the teaching profession.

TEACH FIRST

26. Evaluations of Teach First indicate that the high quality and extent of support provided to trainees is integral to its success. No other type of ITT provision offers this level of assistance to trainees, although it could certainly be argued that all trainees would benefit from it. It is however unsurprising that Teach First is the most expensive form of ITT—it costs £38,500 to produce a Teach First teacher, compared to £12,500 for a HE-based PGCE.⁹⁶ This means that realistically, any expansion of Teach First is likely to mean the scaling-back of the support and intensity most associated with its effectiveness.

27. The long-term effectiveness of Teach First in relation to other ITT programmes requires further evaluation. For example, only around a half of those who have completed the two-year programme remain in teaching and there are wide variations between and within schools in the quality of subject training, according to Ofsted.⁹⁷ A recent evaluation by the University of Manchester⁹⁸ reported that Teach First teachers are generally weaker in promoting active learning and metacognitive skills, a finding which is pertinent for its expansion into the primary sector. They generally recorded the lowest overall rating on the following measure: “*The teacher systematically uses material and examples from the students’ daily life to illustrate the course content*”, a key skill for engaging students, particularly those who may be at risk of becoming disaffected.

28. This research also found that the correlation between involvement in Teach First and enhanced pupil performance does not in itself show a causal link. Other factors, such as changes in school leadership, staffing, pupil intake or examinations may also explain the relationship and the research recommended that further evaluation was needed.⁹⁹

29. Finally, through having restrictive recruitment criteria, Teach First may not be an effective scheme at recruiting a diverse and representative cross-section of society into the teaching profession.

What contribution professional development makes to the retention of good teachers?

30. Continuous professional development is essential to both the development and the retention of good teachers. There is a strong argument in favour of better integration between ITT providers and those responsible for meeting the needs of NQTs and recent entrants into the profession.

31. million+ is concerned by the lack of reference within *Training our next generation of outstanding teachers*¹⁰⁰ to the early career development of teachers. NQTs need ongoing access to opportunities and support and need to be encouraged to see their own development as a natural part of being an effective teacher.

32. Flexible Masters qualifications (and courses and modules which contribute to a Masters qualification), provided by universities combine academic rigour with a focus on effective practice and provide an effective model to enable NQTs and others to develop and improve practice, knowledge and leadership potential. They also add value in terms of professional expectation and status. Reports to the TDA reveal growing confidence among providers in testifying to the multitude of ways in which children and young people benefit directly and indirectly from their teachers’ involvement in Masters-level study.¹⁰¹

33. A partnership between universities and schools is essential if ongoing development is to be a priority and to ensure that Masters qualifications meet the needs of schools and NQTs.

⁹⁶ House of Commons Education Committee (HMSO, 14 December 2010): *Minutes of Evidence: The Schools’ White Paper*

⁹⁷ Ofsted (January 2008): *Rising to the Challenge: A Review of the Teach First Initial Teacher Training Programme*

⁹⁸ Muijs D *et al* (University of Manchester, 2010): *Maximum Impact Evaluation: The Impact of Teach First Teachers in Schools Final Report*

⁹⁹ *ibid*

¹⁰⁰ DfE teaching strategy document (June 2010)

¹⁰¹ TDA (2010) *A longitudinal review of the postgraduate professional development of teachers* p. 12

How to ensure that good teachers are retained where they are most needed, particularly in schools in challenging circumstances?

34. The recruitment and retention of effective teachers in challenging schools can be difficult and is influenced by a variety of factors including the quality of school leadership. It can also be supported by specific funding initiatives. However, the role of universities-school partnerships should be acknowledged since the latter do and can provide support in terms of the development of school strategies, ITT and CPD for both individuals and staff teams.

November 2011

Written evidence submitted by Year 7 Student Letters submitted by Fiona Stockdale, Teach First participant 2011 (Yorkshire Region)

FROM SAVAIRA

Dear Sir/Madam

I am writing to you to inform you of what I think makes a good teacher. The types of people who would make good teachers are the types of people who would be kind teachers and how to attract them.

In my opinion, a good teacher is someone friendly, fun, kind and some one who could keep control over children as well as keeping them happy and ready to learn.

The types of people who would be good teachers are nice generous knowledgeable and teachers who like children speak clearly not always shout and teachers who plan fun lessons.

I think you could attract people to teach by making the people meet up with the children and persuade them and raising their salary or giving them a chance of being in a high position in a school.

Yours sincerely

FROM ROMANA

Dear Sir/Madam

I am writing to you to inform you of what I think makes a good teacher the types of people who would be good teachers. And that would attract a person to teach.

In my opinion, a good teacher is someone who is not always shouting, likes children and plans fun lessons and they know the subject properly. They have to speak clearly definitely.

The types of people who would be good teachers: funny, nice and a bit strict (just a bit) got a lot of jokes like a joker in a pack. And loves going out and about meaning going on trips.

I think you could attract people to teach by meeting them to the pupils and stay with us for a week that would be good.

Yours sincerely

FROM MARIA

Dear Sir/Madam

I am writing to you to tell you what I think of teachers and makes a good teacher and also how we can make people teach.

In my opinion, a good teacher is a teacher that speaks clearly because if they don't you can't hear them so it will be hard to do your work. A teacher should also have a good knowledge of subjects.

The types of people who would be a good teacher would let use play a game or do something fun now and then if the class were behaving. A good teacher is someone that likes children and also someone who lets use go one trip in 1 year at least. You have to like children if you want to be a teacher.

I think you could attract people to teach by persuading them by exploring what teaching is. They could also meet children. If you wanted to be a teacher would you meet pupils first.

FROM AYESHA

Dear Sir/Madam

I am writing to you to tell you what makes a good teacher.

In my opinion, a good teacher is someone that has knowledge of subject, plan fun lessons and speaks clearly when talking.

The type of people who would be good teachers are who are fun, kind, nice but not too nice a little bit strict, a joke and takes us on trips.

I think you could attract people to teach by meeting new people and to get to know new teaches so they can learn from them.

Yours sincerely

FROM AEUZOO

Dear Sir/Madam

I am writing for you to inform you of what I think makes a good teacher. The type of people who would be a good teacher and how you could attract people to teach.

In my opinion, a good teacher is, who has knowledge of subjects. Can be able to teach the kids properly. How a teacher can look after the kids and keep them in control. And likes teaching kids and likes kids.

The types of people who would be good teachers are who have a bit of fun with kids giving them fun and nice work and homework. And a bit strict—not too strict not too kind. Organizes good trips for us.

I think you could attract people to teach by meeting them showing your school to them a teacher course. & tell them the fun parts of teaching.

Your sincerely

FROM FARHAAN ALI

I am writing to you to say what would make a good teacher.

A good teacher is who has got good knowledgeable. A good teacher should like children. The teacher should be kind not too kind a little bit strict. The subject should be fun so they work.

The types of people who would be a good teachers are kind shouldn't have to give C4 speak clearly. Plan fun lessons and not always shouting.

Get the teachers to meet the pupils they might persuade them to teach.

Your sincerely

FROM ANEESA

Dear Sir/Madam

I am writing to you to inform you of what I think makes a good teacher. The type of people who would be a good teacher and how would attract people to be a teacher.

In my opinion, a good teacher is some who has knowledge and knows what to do, they should like kids, not shout all the time and plan fun lesson.

The types of people that would be good teachers are the people who are nice and a bit strict and they should also take us to trips to lots of fun places.

I think you could attract people to teach by telling them that we are a very good class and listen to everything you will say.

Your sincerely

FROM HUSSNAIR

Dear Sir/Madam

I am writing to you to inform you of who I think is a good teacher. In my opinion a good teacher is when they have good attitudes and who is kind. The types of people who would be good teachers is who plans good lessons and who likes children.

In my opinion a good teacher is some who has knowledge and knows what to do, they show the time and plan exciting lessons.

The types of people that would give us early break and early lunch and finish school earlier.

Your faithfully

FROM HALIMA

Dear Sir/Madam

I am writing to you to inform you how to get a good teacher and what makes a good teacher, to get one they have to be qualified in English.

In my opinion, a good teacher is someone who is nice but a bit strict. Takes kid's on trips and organises fun lessons. The teacher must be fun and well organized.

The types of people who would be good teachers are people who are qualified, good in all subjects especially English and nice but a little bit strict. If they are not qualified in English then it would be a disaster for the students and themselves.

I think you could attract people to teach by meeting the students, persuade them and say that the pupils are very good.

Yours sincerely

FROM PETER

Dear Sir/Madam

I am writing to inform you what makes a good teacher. The types of teacher who would like to be a good teacher. I think you can attract people to be a teacher.

A good teacher should have knowledge of subject you are doing and good at, has to speak clearly so the students understand what is the teacher talking about.

A good teacher which plan fun activities, a good teacher should not always shout at the class. A good teacher should come from a good school has to be a bit nice and bit strict, has to do some jokes and take our students to trips.

I think you can attract people by getting some website, poster, leaflets, newspaper and other kind of stuff.

You sincerely

FROM RAMSHA

Dear Sir/Madam

I am writing to tell you that how to get a good teacher. A good teacher should be good at teaching, the types of teachers should be. And how to attract good teachers.

In my opinion a good teacher should be kind, good to teach and good knowledge of subject. She should like children and plans fun lessons.

The type of people who would be good teachers are kind, fun, nice and a bit strict a jokers and plans great trips.

I think you can attract people to teach if you let them know people and look at other people teach.

Your sincerely

FROM ALEESHEYA

Dear Sir/Madam

I am writing to you to inform about what I think that the type of people that would be good teachers are, what make a good teacher and How you could attract people to teach.

Firstly I think a good teacher should be like ... a good person which should be enjoyable, fun and happy also the teacher should not shout a lot and always give us homework!

Secondly you could attract people by asking them and telling them how a teachers experience is like. Maybe people would love to be teachers.

Also there should be teacher's being bright and teachable also people who are educated and clearer should be a teacher.

Yours sincerely

FROM FATIMAH

Dear Sir/Madam

I am writing to you to inform you how a good teacher should be. In my opinion a good teacher should be who has the knowledge of the subject they teaching. A teacher who likes children someone who would know how to handle children in incidents. Also I think a teacher should try to make the lesson fun in away to the children are wanting to learn and teacher should not always shout at a children.

Secondly, I would like to talk about who would be a good teacher. A good teacher would take children on educational trips and be a bit fun. I also think a good teacher would have to be nice but a bit strict or the children wouldn't learn. A teacher should make the children feel ready to learn and wanting to learn.

Finally, I would like to talk about how you could attract people to become teachers. By making them to primary school and make them meet the children. Also you could encourage by telling them why it's good to become a teacher.

Yours sincerely

FROM UMAR

Dear Sir/Madam

I am writing to you to tell and inform you about what I think makes a good teacher. The types of people who would be a good teacher and how you could attract people to teach.

In my opinion, a good teacher is who is clever at they subject and know everything about being a teacher. She/he should speak clearly, plan fun lessons, likes children and not always shouting.

The types of people who would be good teachers are who are fun, nice and just a bit strict and that takes you to adventure trips.

I think you could attract people to teach by meeting pupils and asking question.

Your sincerely

FROM MOHSEN

Dear Sir/Madam

I am writing to you to inform you of what I think a good teacher is. The type of people who would be teachers.

In my opinion, a good teacher is that you knows what subject you are doing. A person who lives children a person who speaks clearly who doesn't always stout a person who plans fun lessons.

The types of people who would be good teachers are that make the lessons fun. A teacher that is nice and not that strict. The types of people who would be good teachers are that they take us to trips.

I think you can attract to teach by learning from other teachers getting to meet pupils and getting to see the school.

Yours sincerely

FROM SAFAA

Dear Sir/Madam

I an writing to you to inform you of what I think makes a good teacher. The type of people that would make a good teacher how and you could attract.

In my opinion, a good teacher is someone that works well with children. Knows what they are doing. Has a good knowledge of subject. Shouldn't always shout. Plan fun lessons. Speak clearly so that the children could understand what you are saying.

The types of people who would be a good teachers are someone that has fun once and nice and can be a bit strict sometimes. Who organises good trips. Children could have a laugh sometimes.

I think you could attract people to learn by to meet pupils not get shy when the meet new people. Try to get on well with them not shout to much. Know how to teach. Always help you when we are stuck.

November 2011

Written evidence submitted by Chloe Bartlett

I was told today by TDA that people wishing to complete teacher training both in a GTP and PGCE will not be accepted without having a degree result of 2:2 or higher.

I completed a degree in sports coaching in 2010 from Newcastle College. Not only throughout those three years was I in an extremely violent relationship (sometimes so bad I was unable to walk), but I also gave birth to twin girls the summer preceding my final year. As a young mother of two (only 22 myself at the time) and in an extremely oppressive relationship and miles away from friends and family in London, I'm sure you can appreciate how difficult it was for me to even complete a degree at all, which I did obtaining a third. I managed to move myself and my children back to London and rebuild my life. This last year I also completed my maths and science GCSEs and an English AS level so I had the right credentials to get onto the teaching course. I am again undertaking further GCSEs in law and psychology this year to boost me CV. All this in preparation to a long road to teaching. I now feel I have wasted three years on a degree that is now deemed as not good enough, one which I was always proud of completing. A degree that I worked harder at than anyone else in my college due to my circumstances. I am a single mother of two small children on benefits. I want to work, but am now seen what I have spent as a long time working towards as not good enough. I cannot afford to go back to university after all the new government changes. The government says that they want people to get back into work yet people like me are being blocked at each turn. I feel my life is now at a standstill. All I have ever wanted to do was teach. Thank you very much for taking that away from me!

November 2011

Written evidence submitted by Edge Hill University

INTRODUCTION

The White Paper (The Importance of Teaching) and Green Paper (Training our next generation of outstanding teachers) make the point very clearly that although initial teacher training has progressively improved over time there is an urgent need to look at how teachers are trained, the training programmes in place and who within the sector has responsibility for that training. It is about a fundamental review of how we train teachers; it is not simply about tweaking what already exists.

Although the Green Paper recognises more strongly than the White Paper the role of Universities in any new model, it continues to suggest that the current model and approach of providers needs to change if there is to be a real step change in the quality of teachers entering the profession.

There are well rehearsed arguments as to why Universities should be an integral part of teacher training but if the real step change is to be achieved it is crucial that this review looks at *what* the University role might be and *how* universities go about carrying out this role in reality. The *how* will in fact be a crucial factor in the success of any new model.

Edge Hill University welcomes this drive for change and through its own partnership innovations within teacher education the university recognises the potential of what could be achieved by creating a model that draws on the very best partnership models in the sector and draws upon the knowledge and expertise of those universities and schools that have and continue to lead innovation.

A MODEL FOR IMPROVEMENT

The current picture of initial teacher training is varied in terms of providers and routes to qualified teacher status. This landscape of providers and routes has evolved over time with a mix including small HEI-based provision, large University provision, and employment-based provision in single schools or as part of a consortium and school-based/centred provision. Although quality outcomes (as judged by Ofsted) have improved over time there still exist provision that need to significantly improve what they do and how they do it.

Not all Universities are the same and not all Universities take the same approach to delivering teacher training and working with schools. The larger successful University providers of teacher training such as Edge Hill bring significant benefits to teacher training but have the potential to have much greater impact than they currently do and on a much larger scale.

Schools value partnerships with universities with the more obvious added value coming from the status of the partner university, accreditation and awards offered and the opportunities it presents for pupils in terms of progression. However there are much deeper opportunities and benefits of such partnerships when considering new models for teacher training.

Some schools still take an "opt in" approach to teacher training and do not see it as an integral part of their business. Others see their role as simply offering a placement(s) and facilitating access to classes. This attitude and approach has to be eliminated if the country is to achieve its ambitions in relation to the quality of teacher training. Universities have a role alongside the DfE, NCSL and the new Teaching Agency in changing the attitude of such schools, helping them see that they have a key role to play in the training of the country's

future teachers and showing them the positive impact on teaching, learning and achievement by being an integral part of teacher training.

The new Teaching Schools are clearly central to the implementation of the proposed change to shift more responsibility for teacher training to schools. However, to ensure that the full potential of this initiative is realised, consideration needs to be given to the viability of 500 Teaching Schools taking sole responsibility for the country's teacher training. There is the question about economies of scale and how the Teaching Schools can realistically deliver outstanding teacher training in a consistent way whilst at the same time lead innovation in teacher training, which will be essential if the ultimate aim of providing a world class system of education is to be achieved.

However, by creating a cluster model of Teaching Schools working directly with an outstanding and large scale university this would facilitate a mixed economy of providers together with a more manageable and economically sensible model of delivery. Lines of accountability would be more refined and a significant benefit would be key lead providers heading up regional clusters with direct lines to NCSL and the new Teaching Agency. This in itself would create a system that would be able to respond effectively and efficiently to national priorities, changes and drives.

Utilising the very successful university providers in the sector as key lead providers would be one solution and bring with it significant benefits, including all the benefits of economies of scale, pools of expertise (subject, pedagogical and research), wider and deeper perspectives on training, joint appointments across organisations, capacity to lead innovation and generate new useful knowledge about teaching, resources on a large scale, being able to manage quality and legal requirements more effectively and efficiently, status and qualifications.

The second crucial success factor in creating a model for improvement is the routes to qualified teacher status. There is already a wealth of knowledge about which routes are successful within different contexts and their appropriateness in meeting the needs of different trainees. One way of ensuring an improvement in the quality of teachers is to offer a comprehensive set of routes to meet a diverse set of needs and draw on potential from the various pools of recruits.

Holding the model together would be the "workings of partnership" between the different organisations and Teaching School Alliances. It is easy to define partnership models on paper but in reality what matters is *how* they operate and that is down to the behaviours of the organisations and more importantly the people within them.

The very best models of partnership share a vision and work together to achieve this, ensuring that relationships are strong and open, which in turn enables colleagues from across organisations to work as one. They share resources, including staff, and have a mutual respect for one another. They deliver holistic training to achieve the shared vision of training outstanding teachers for the country's schools. Achieving this isn't easy and all partners are required to think and behave in a way that facilitates such partnership development.

In order to grow and develop the types of partnership models needed and to deliver a high quality portfolio of diverse programmes across the country serious consideration should be given to the creation of a national framework of key lead providers that act as hubs for a key region of the country and report direct to the new Teaching Agency/NCSL. These providers would be responsible for the management of all teacher training programmes located in a particular region of the country and provide leadership, co-ordination and support for the entire suite of teacher training programmes and providers.

November 2011

Written evidence submitted by Martin Moorman, Headteacher, Ravenscliffe High School

Dear Graham

Following your letter to Norma Hornsby dated 31 October, 2011, I am writing to you to articulate a number of issues with regard to Initial Teacher Training particularly for future teachers preparing to enter the Special Education sector. Having been asked to send a colleague to a Select Committee event in London last week I felt it was important to highlight some of the issues facing the specialist sector in which we operate as we move through the 21st century.

I write as the Headteacher of Ravenscliffe High school and Sports College in Halifax and having taught within the field of Special education for 22 years in four different special schools in four different regions of the country. Ravenscliffe, where I have worked for 15 years has a reputation as an "Outstanding" special school and recently featured as one of "12 Outstanding Special Schools" in a report published in November 2009 by OFSTED.

I have written previously on this recruitment issue over the last five years to successive Government Ministers for Education and hosted a visit from Jackie Nunn, a Director within the TDA who came to Ravenscliffe in 2009 after receiving a copy of my letter to the then Minister for Education, Ed Balls.

I believe there is a growing and worrying trend with regard to the recruitment of suitably qualified and experienced teachers into the field of Special Education. Whilst I welcome some of the stated intentions of the SALT Review last year which investigated current and future provision in this sector, I believe this has still missed the key issues I have previously raised. It is fact that there is a recruitment crisis facing Headteachers in special schools now and in the future and this will in my view become even more pronounced unless serious immediate action is taken by the central Government to address Initial teacher Training for this specialist profession.

It seems, for the foreseeable future that Government policy remains for teachers from mainstream schools to transfer their training and skills into a special school environment. It appears that Initial Teacher Training will continue to focus on developing an individual's ability to work firstly within a mainstream school whilst still offering those interested, an opportunity to progress to a Special Education placement. I do understand the Graduate Teacher Programme can be used to support an individual's progression into this specialized area. However this ITT programme is hugely over subscribed. My school itself has actually benefitted from this programme, attracting three GTP trainees, over the last five years, into successful teaching roles at our school. We are currently supporting another Newly Qualified Teacher (from last year's GTP programme) in school. She was formerly a non teaching assistant, who should enter her final assessment period in July 2012. As a school we welcome her achievements and are pleased that we have attracted a quality practitioner into our school. We hope she will be a long term addition to the teaching staff within Ravenscliffe High School. Frankly though, we are not confident of attracting other quality trainees given that the GTP placements have been reduced significantly.

Ravenscliffe achieved Specialist Sports College Status in 2007: a major achievement at the time, as only a few special schools had managed to achieve specialist status. In the intervening time we have advertised eight teaching vacancies, emphasizing that we require subject specialists who could deliver high quality teaching and learning within a special school environment like Ravenscliffe. These posts were extensively advertised in the Times Education Supplement within the Primary, Secondary and Special school sections and online. With the school having a national reputation for excellence we were hopeful that we could get a number of suitable candidates. Unfortunately the numbers of quality candidates have been consistently low and whilst we have successfully filled our vacancies, I remain extremely anxious as to the location of the future specialists in schools like ours. These vacancies and the lack of quality candidates highlight that in future years special schools are going to have ever increasing difficulties in recruiting people with the expertise, skills and commitment to teach in this specialist field.

As a school we have been planning for the future over the past six years. The Governing Body have now progressed into the second year of its Leadership Transition Plan. This is hugely important for us as our school with 20 full and part time teaching staff will lose six teaching staff due to retirement in the next three years: an additional 4 have retired in the past 18 months. Of the 10 staff affected by retirement, four are or were members of the school's senior management team. In July 2010 and 2011 the longstanding Headteacher and Assistant Headteacher retired. This remains the key issue for our school as the heart of our most experienced and expert teaching continues to move towards retirement. (We are not alone with this issue which I know is replicated in many other special schools where the average age of the teaching staff is around 50 years of age.) In just three years we have lost 110 years of teaching experience with the recent retirement of my four colleagues.

This retirement issues is precisely at the same time as our school is once again increasing it's number of students, many of whom are entering the school with far more complex learning difficulties than previously experienced. (It is fact that more young people with more complex needs are surviving into adult life despite enormous medical problems. Advances in the quality and provision of medical science continue to increase their chances of survival). This remains the root of my concern. We are not getting the new expertise coming through within special education that we need. As a new in post Headteacher, I wonder where am I going to get the expertise I need to ensure our future children with such complex needs get the very best teachers? Surely they deserve the very best prepared and trained staff?

Having raised the issue perhaps I could make some suggestions for a solution:

- I continue to share a view with many colleagues teaching in Special Education, that we need to return to a system where young people leaving mainstream education at 18/19 who wish to teach in the Special Needs area, can access a four year degree course (B.Ed with HONS) in Special Education. I don't believe that you can access enough quality teaching experiences through the current "Mainstream training fits all" approach. Given the problems we have had in recruiting suitable practitioners in our school, I remain extremely pessimistic that we will find the replacement teachers, of a high enough quality, when my remaining "older end" colleagues begin to retire over the next five years. The pressure of OFSTED inspections are here to stay and rightly so as we have to be accountable. But can this government seriously expect Special Education to continue to receive recognition for outstanding quality of provision if there is a dearth of suitably qualified replacement practitioners?
- If degree level teacher training in special education is not possible why Government won't at least recognize that Special Needs teaching is a priority "shortage area" under the GTP so that more classroom assistants working within our schools can consider a career path into teaching?

- Why can't top quality special schools be given additional funding to support increasing numbers of people through to Qualified Teacher status within the field? A training bursary for the "Teachers of the Future" if you like.

As a Head of Ravenscliffe I remain passionate about providing the best possible opportunity for the young people at my school. I believe many of our pupils, despite their difficulties, can work in some capacity in the future, securing potentially huge savings for future governments in terms of social care. However this can only be achieved by central Government recognizing the need to provide major improvements in teacher training for people interested in this specialist field of education.

I and many other colleagues have a major future decision to make: do we take on the ultimate challenge of headship within this sector given the paucity of suitably qualified and experienced teachers coming through? The answer really only lies with central government. I implore you to give serious consideration to the issues I have raised. It is in all of our interests to avert a national recruitment crisis in Special Education in the near future. Please could you pass this letter on to the members of the Commons Select Committee.

November 2011

Written evidence submitted by SCORE

1. SCORE is a partnership of organisations, which aims to improve science education in UK schools and colleges by supporting the development and implementation of effective education policy. The partnership is currently chaired by Professor Graham Hutchings FRS and comprises the Association for Science Education, Institute of Physics, Royal Society, Royal Society of Chemistry and Society of Biology.

2. SCORE welcomes the Education Select Committee inquiry into attracting, training and retaining the best teachers. In summary:

- There is little evidence surrounding the characteristics that make an effective teacher in the sciences (and indeed other subjects). SCORE strongly recommends there is a real commitment from Government to undertake a longitudinal study into the characteristics of an effective teacher. Only through such a proper evidence-informed approach would it be possible to devise strategies for attracting and selecting the most suitable candidates for teaching and appropriately support Initial Teacher Training (ITT) and teachers in service.
- There is a known shortage of physics and chemistry teachers. SCORE strongly supports the six month Subject Knowledge Enhancement courses for Chemistry and Physics that have helped steadily to address this imbalance.
- Government should work closely with the learned and professional bodies in establishing, and maintaining, standards as part of a drive to support and increase professionalism in teaching and career progression. This should include the use of chartered status.
- Teaching communities and networks play a vital role in supporting effective teachers, particularly in schools in challenging circumstances (eg those in deprived areas and/or with a lack of subject specialist teachers). This needs to be recognised by Government through its support of learned and professional bodies in developing communities of practice.

What evidence is available to help identify the sorts of applicants who become the most effective teachers, and the strategies known to be effective in attracting these applicants?

3. The evidence for this issue is complex, and is often reported in ways that may be misleading, particularly when referencing evidence from international comparison studies. The Committee should be aware of the dangers in exporting results from individual school systems without regard to their cultural context.

4. Barber and Mourshed (2007) outlined some definable characteristics that can help identify excellent teachers, based on the characteristics of the world's best performing education systems.

"(The best systems) acknowledge that for a person to become an effective teacher they need to possess a certain set of characteristics that can be identified before they enter teaching: a high overall level of literacy and numeracy, strong interpersonal and communications skills, a willingness to learn, and the motivation to teach".

They noted that the world's top performing systems recruited from the top of their school system cohorts: the top 5% in South Korea, the top 10% in Finland, and the top 30% in Singapore and Hong Kong. However, that is not the same as saying that selecting only those with high academic qualifications will ensure future success. The report, in fact, advances the hypothesis that controlling the intake has the effect of raising the status of the profession, which in turn encourages applicants with the desirable characteristics. However there are possibly hidden variables here that mean that exporting this technique to another country may not guarantee success.

5. The search for predictive measures generally seems to yield unexpected outcomes. The recent Sutton Trust report (2011) references a study in the Chicago area (Aaronson *et al*, 2007) which found that "gender, race, teaching experience, undergraduate university attended, advanced degrees, teacher certification and tenure

explain less than 8% of teacher quality”. They concluded it is very difficult to predict how good a teacher will be without observing them in a classroom. The Sutton Trust report, however, emphasises that it is possible to predict pupil outcomes through classroom observation by an experienced colleague.

6. Other organisations, such as Teach for America (the US equivalent of Teach First), also found unexpected results when they attempted to refine such observation into predictive models for effectiveness. A study by Duckworth et al (2009) looked at 390 Teach for America teachers before and after a year of teaching. They reported that those who scored high for perseverance and a passion for long-term goals, measured using a short multiple-choice tests, were 31% more likely than others to encourage improved performance from pupils. These virtues seemed to matter more than absolute achievement.

7. Programmes such as Teach for America and Teach First select candidates for a particular type of school. We know of no evidence that the same candidates would have fared equally well elsewhere. Conversely the selection system might end up rejecting candidates who would make excellent teachers in some contexts but not others. We are not sure that we can uniquely define “effective” teachers.

8. Specifically to the UK, research concerning the identification of suitable applicants that would make the most effective teachers is not well understood. There is a real need for the government to undertake a rigorous national longitudinal research programme that carefully controls the many different variables that affect the educational success of a teacher, not only for the sciences but all subjects. Only on that basis can we then attempt to devise strategies that attract and select the most suitable candidates for teaching the sciences.

9. There is a wide acceptance that the best teachers are those who have specialist subject knowledge and a real passion and enthusiasm for the subject they teach. It is less clear however what these qualifications are and what equates to the desired level of subject specialist knowledge.

10. SCORE would like to see a real commitment from the government to a longitudinal study that explores possible correlations between teacher subject specialist qualifications and the quality of teaching and learning. This should include a study into primary as well as secondary teaching.

Whether particular routes into teaching are more likely to attract high quality trainees, and whether the Government’s proposed changes to initial teacher training (ITT) will help to recruit these trainees?

11. The enduring emphasis of the English system over the last decades has been to provide a plurality of routes, in an attempt to harness talent from a wide range of sources, to meet the basic need for sufficient trainees. The coalition government plans to continue with this strategy with its introduction of Teaching Schools and School Direct. Such a strategy receives support from Barber and Mourshed (2007) who comment:

“Most top-performing school systems remove obstacles to entry into the profession by creating alternative pathways for experienced hires. Most of the systems also recognise that they will make mistakes, and have developed processes to remove low-performing teachers from the classroom soon after appointment.”

12. However, SCORE is not convinced by the evidence and would like to see systematic research to see whether parallel routes really do attract more recruits or whether competition is merely destructive.

13. This theme of destructive competition between routes is something that has been raised in discussions held between SCORE organisations and ITT science tutors in the context of PGCE courses as opposed to employment-based routes. The latter have been blamed for reducing the capacity for schools to offer placements for the former. This issue has been pertinent to the discussion around the introduction of Teaching Schools.

14. Programmes such as Teach First in England (and Teach for America) have been seen by many as exemplars of best practice in attracting high quality trainees. They draw their intake from graduates with top class degrees, but then carefully select for personal characteristics. However such programmes, which cost more per head than traditional routes, provide exceptional levels of support for the new teachers in the classroom, and engender a heightened sense of community among the participants. This makes it difficult to single out the characteristics of the programme that make for success. We do not know for example whether a group of less academically able candidates would produce the same impact if given the same levels of support.

15. Furthermore, it is not clear that those who fail to get into programmes such as Teach First are not in fact discouraged from joining the profession altogether. Teach First have maintained that their applicants would not otherwise have considered teaching, but we are not aware of any convincing research in this area.

16. What is clear from the English experience is that the provision of six month pre-ITT Subject Knowledge Enhancement (SKE) courses has been vital for increasing the numbers of physics, chemistry and mathematics applicants. Without such courses it seems very unlikely that government targets will be met. SCORE organisations strongly support this government initiative and, due to the high level of subject content covered in the six month programme, recognise this as a route to becoming a subject specialist teacher in Physics or Chemistry.

17. Furthermore, SCORE believes that there are strong arguments for extending the length of teacher training courses to 18–24 months, bringing courses more in line with overseas masters level ITT and enabling providers to cover subject knowledge and subject pedagogical knowledge more substantially. Science teacher education has to consider practical as well as theoretical aspects of the subject and therefore needs an extended period of

training. Trainee teachers need to learn practical techniques, the management of learning in a laboratory, and also in the outdoors. It must not be assumed that highly qualified graduates, attracted through the bursary offers, will all have sufficient breadth of subject knowledge to become effective teachers without substantial further provision as part of their ITT course.

18. SCORE welcomes the proposed financial incentives, highlighted in the Government's ITT improvement strategy paper, as a mechanism to attract STEM graduates into teaching careers where there are currently shortages. The Government classifies high priority shortages to include chemistry, physics and mathematics at secondary level. Given the shortage of primary science specialists (the Royal Society in 2010 reported that only 3% of the in-service primary workforce in England hold specialist first degree and initial teacher training qualifications in science). SCORE strongly recommends these incentives are extended to STEM graduates wishing to apply for primary ITT.

What evidence is available about the type of training which produces the most effective teachers and whether the Government's proposed changes to initial teacher training, particularly the focus on more school-led training, will help to increase the number of good teachers in our schools?

19. The evidence again for this is mixed and Hobson *et al* (2009) in their "Becoming a Teacher" report:

"We are not able to make any reliable claims about the relative capability or effectiveness of beginner teachers trained via different ITT routes."

However, SCORE strongly believes that regardless of the Department's desire to give schools greater responsibility for teacher training, all trainee teachers should maintain a genuine connection with a Higher Education institution. Both a firm grounding in the philosophy of education and access to the latest educational research are essential in (i) developing understanding of the purpose of education; (ii) developing the role of the teacher; (iii) fostering effective classroom practice including developing an understanding of how young people learn and how to overcome barriers to learning; and (iv) establishing an appreciation of the need for teachers to reflect on their teaching and continually update their subject knowledge and pedagogical skills. The Ofsted 2009–10 report also supports this:

"There was more outstanding initial teacher education delivered by higher education-led partnerships than by school-centred initial teacher training partnerships and employment-based routes."

20. Barber and Mourshed (2007) in their international comparisons make the general comment that the best performing education systems use four techniques:

- (a) Building practical skills during initial training (ie real classroom experience).
- (b) Placing coaches in schools to support teachers.
- (c) Selecting and developing effective instructional leaders.
- (d) Enabling teachers to learn from each other.

The report cites England as a place where the first technique is already in play, in existing PGCE courses, where two thirds of the time is already spent in schools. It seems unnecessary therefore to increase this further, and may prove counter-productive in organisational terms.

21. However, the most important considerations in considering the most effective type of training may in fact not be matters of principle, but of logistics. It remains to be seen whether Teaching Schools have the capacity to develop the effective instructional leaders mentioned above, and deploy them in sufficient numbers among future trainees to make a difference.

22. Again SCORE would like to emphasise the importance of Subject Knowledge Enhancement courses and extended PGCE courses in terms of increasing the recruitment into ITT for the physical sciences and mathematics. Without these courses there would be very little scope to meet the Government's targets in these shortage subjects. SCORE welcomes the Government's commitment to address the current imbalance in the number of specialist biology, chemistry and physics teachers. However, it is important to ensure those strategies in place do not inadvertently lead to a lower quality of biology education in the long term.

How best to assess and reward good teachers and whether the Government's draft revised standards for teachers are a helpful tool?

23. There is extensive literature about reward systems for teachers. A common theme is balancing reward for the individual teachers with unhelpful competition between teachers. As is noted later in this submission, pay is a factor in retention, but is not the prime factor. In England the House of Commons Select Committee (2004) noted that schools are notoriously unwilling to use recruitment and retention allowances.

"There is flexibility within the pay system to pay recruitment and retention allowances. These have been little used, however, because of concerns about distortions to the pay system that these would create and because some employers feared that they would be divisive."

24. More significant in terms of reward may be some of the other factors mentioned below about freedom to teach and career progression. The Advanced Skills Teacher (AST) status was introduced as a route to enable exceptional teachers to stay in the classroom rather than move into management. We note, however, reports

that the role is under used. Furthermore, we are told that many ASTs feel isolated, that as a group Science ASTs are hard to identify, and there is little coherence in their deployment. SCORE urges a more coherent strategy towards registering, accessing and developing ASTs.

25. There are other possibilities for reward, including the use of chartered status.¹⁰² Professional bodies have a role to play here, and encouragement for teachers to seek chartered status has the dual effect of raising the status of the teaching profession, and also bringing teachers closer to the centres of their own subject communities, which has benefits for developing links between schools and universities for example.

26. The government should also consider imaginative developments, such as allowing teachers the freedom to pursue educational or even subject research for a day a week. In terms of teacher retention this could prove to be cost effective, but would require a structure similar to that of ASTs to allow such an innovation to flourish. It would also allow Awarding Organisations, curriculum developers and professional bodies themselves access to a much larger pool of professional help without removing the individuals from the classroom altogether.

27. SCORE welcomes the Government's commitment to revise standards for teaching (although SCORE is disappointed the revised standards fail to emphasise the importance of subject specific CPD). We feel that in recent years there has been too much emphasis on compliance with a complex and unwieldy set of standards, and not enough on actual systems that allow practitioners to reflect on their practice with the help of an external expert, and sound research based methods. The Barber and Mourshed (2007) prescription of a network of school based coaches is far from a reality in practice. It is reported that National Strategy Science advisers who could have provided this role rapidly became diverted into spending disproportionate amounts of time in failing schools, rather than providing the coaching corps that might have achieved significant change. Professional bodies can play a role here too. The Institute of Physics (IOP) Stimulating Physics Network, funded by the Department for Education, has been successful in bringing experienced subject coaches into schools, and we would like to see similar networks in other subject areas. Similarly the Royal Society of Chemistry (RSC) is establishing and supporting networks for chemistry teachers through their regional coordinators programme.

What contribution professional development makes to the retention of good teachers?

28. The evidence is again complex. Table 10.6 in Moor *et al* (2006) looked into the retention of science and mathematics teachers. They reported on the strongest associations between satisfaction with specific areas of working life and overall satisfaction and the intention to remain in teaching. Statistically significant factors (Spearman) were:

| <i>Science teachers</i> | <i>Science heads of department</i> |
|----------------------------|------------------------------------|
| Pupil behaviour (r =.29) | Freedom to teach (r =.30) |
| Freedom to teach (r =.25) | Managing workload (r =.26) |
| Pay (r=.24) | Working hours (r=.25) |
| Teaching timetable (r=.24) | Support from SMT (r=.24) |
| Career progression (r=.23) | Pupil behaviour (r=.22) |

It should be noted that professional development did not feature in the list, but was relevant to the overall satisfaction of the teachers. The results were very similar for mathematics teachers, but for heads of departments professional development did feature in the list (r=.16). However this begs the question of what types of professional development were then on offer. As far as we know there has been little or no systematic study of the effectiveness of different types of continuing professional development (CPD) in terms of teacher retention or indeed pupil outcomes, and we would urge the government to commission longitudinal research into this, particularly with respect to subject specific CPD.

29. While SCORE recognises there is little evidence on the effectiveness of professional development in relation to teacher retention, we would like to emphasise to the Select Committee the importance of subject specific CPD. Subject specific CPD should be an entitlement for all teachers. It provides specialist subject teachers with the opportunity to grow and develop in their specialism and remain engaged with their subject. It also helps non-specialist teachers to address the basic gaps or misconceptions in their subject knowledge, conceptual understanding and pedagogical content knowledge (as, for example, in the SKE+ programme which trains existing teachers to develop chemistry and physics as an additional teaching specialism).

How to ensure that good teachers are retained where they are most needed, particularly in schools in challenging circumstances?

30. As mentioned previously SCORE is not convinced that a teacher who is effective in one context will be effective in all other contexts. It seems strange that there is little formal recognition of this, in terms of in-service courses, but it is left for individual teachers to sink or swim in a new context, on the grounds that "they should be able to cope".

¹⁰² For example, the ASE Chartered Science Teacher (CSciTeach) is a chartered designation which recognises the unique combination of skills, knowledge, understanding and expertise that is required by individuals involved in the specific practice and advancement of science teaching and learning. This is underpinned by an annual commitment to Continuing Professional Development (CPD).

31. Hutchings (2005) looked into the motivation of teachers to work in challenging schools. The results were again counter intuitive. Pay, whilst being a factor, was not the most important one, instead a strong sense of team spirit was:

“It appears from our data that a majority of teachers choose to work in ‘good’ schools, where behaviour management is effective. While many teachers believe that pay incentives could solve the recruitment and retention difficulties of vulnerable schools, pay did not generally appear as a key factor motivating teachers’ choice.....The main incentive to stay in any school is relationships with colleagues. A positive and supportive atmosphere among staff appears to be a key factor in teacher retention.”

32. The challenge of how to develop a strong team spirit is taken up by Bush et al (2005) in a companion report “Why here?”. The report explains that working in a school where you feel valued and where there is clear investment in your professional development is a strong incentive for most teachers. There is clearly a role for professional associations here, particularly in providing subject based networks. The authors also put forward the notion of preparing new teachers as a group for the challenges of these schools. We note that Teach First employs this strategy in bringing its participants together as a large community very early during training, and putting the participants in contact with previous Teach First trainees working in the same schools. It also makes provision to allow teachers to have six days of CPD together during their first year of teaching. Others, such as the Science Learning Centres and SCORE member organisations also provide opportunities for central meetings of groups of Newly Qualified Teachers, which have been welcomed by participants.

33. The IOP ran a mentoring scheme from 2004–11 for those teachers who had passed through a physics Subject Knowledge Enhancement course. An evaluation carried out by Hobson and McIntyre (2011) into this and similar schemes looked into their use of external mentors to support the teachers in their early career. The authors concluded:

“On the evidence of these data, there is a strong case for providing beginning teachers of science in England with opportunity to access the support of external mentors who have; teaching and subject expertise; no assessment role; and geographical proximity.”

34. The importance of feeling part of some larger community is a recurring theme. McIntyre (2010) looks at long serving teachers in inner city schools, and emphasises the importance of committing to and feeling part of a local community. Teachers, she maintains, play a pivotal role in the relationships between schools and communities and this role needs to be recognised and supported.

35. The question arises as to where such communities or networks can be found. While not specifically citing retention data Ofsted (2010) have commented favourably on the London Challenge school improvement programme. However outside the capital there seem only to be few equivalents, and anecdotally we hear that Local Authorities generally have much reduced capacity to bring teachers together. Again SCORE feels professional bodies can play a crucial role in retention of teachers by providing a community of practice.

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Written evidence submitted by the Chartered Institute of Housing

INTRODUCTION

1. CIH is the professional body for people involved in housing and communities. We have over 22,000 members across the UK and the Asian Pacific. Our members are primarily employed by social housing organisations—that is, local authorities, housing associations, ALMOs and other similar organisations. We also have members working in the private sector, education establishments and for government agencies.

2. We are a registered charity and not-for-profit organisation. Our vision is to be the first point of contact for—and the credible voice of—anyone involved or interested in housing. We exist to maximise the contribution that housing professionals make to the wellbeing of communities.

3. The main ways in which we do this are by:

- (a) setting professional standards for individual housing professionals and housing organisations;
- (b) providing training and development services (such as training courses, seminars, conferences, publications and distance learning) to help housing professionals acquire the skills and knowledge they need to continuously improve the service they provide to their local communities; and
- (c) helping politicians and other decision makers to understand the implications of housing (and related social) policy options and helping to develop alternative approaches to housing policy.

4. There is no requirement to be professionally qualified in order to practice in housing. CIH aims to be an open organisation and we consider everyone working in the sector to be housing professionals. Unlike some other professional bodies, our education programme is not restricted to the accreditation of undergraduate and postgraduate university courses. We are approved by Ofqual to award our own CIH qualifications at levels 2, 3 and 4. This enables us to provide standards for a wide range of people working in housing and we have extended our education programme to include tenants and other residents.

5. Our approach has evolved to suit the requirements of our industry. We are aware that we have developed these mechanisms to meet our needs and that some of them may not be relevant to the teaching profession. However, it is hoped that the following evidence will explain how CIH operates as a professional body and that this understanding will help the “Attracting, Training and Retaining the Best Teachers” Select Committee in its evaluation of the development of the teaching profession.

CIH MEMBERSHIP

6. The Chartered Institute of Housing has over 22,000 members who are individuals working in housing at all levels from junior, front line roles through to chief executives, as well as tenants, board members and others.

7. CIH membership is open to anyone who shares our values. We have two categories of membership to facilitate this open approach and to encourage wide participation. People who have demonstrated that they have met the standard for full qualification are entitled to use the designation “CIH Chartered Member” or “CIHCM”.

8. Other people are welcome to join as CIH Members. From January 2012, they are entitled to use the designation “CIH Member” or “CIHM”. Although they are not fully qualified, this designation is a public statement of their commitment to CIH’s values and to their own personal development.

9. Some CIH Members have achieved a CIH qualification (or equivalent) at level 2, 3 or 4 within the Qualification and Credit Framework. This does not give entitlement to Chartered Membership but we think it is important to recognise their achievements. We have, therefore, developed a specific designation—Cert CIH—for this purpose. CIH Members who have completed a recognised certificate can incorporate this into their designation. For example, a CIH Member who has completed a Level 2 certificate may refer to themselves as “A N Other—CIHM, Cert CIH2”.

10. We have recently changed our constitution so that all members, regardless of their membership category, have equal rights to participate within the organisation. This includes the right to stand for any position.

SETTING AND ACHIEVING MEMBERSHIP STANDARDS

11. One of our central functions is to set the standards for Chartered Membership and Cert CIH and to ensure that they are applied consistently across the country. We operate two slightly different systems to reflect the different contexts in which we work.

(a) *Chartered Membership*

12. We review the standard for Chartered Membership every five years. Because it is the standard for a fully qualified housing professional and we are working on a long lead-in time, it is important that we get it right so that people going through the process are as well equipped as they can be for their future careers in housing. Our quinquennial review is, therefore, a substantial exercise which is overseen by a specially appointed Steering Group which reports into our governance structure. After synthesising the key issues that might need to be

addressed and submitting them to scrutiny by the Steering Group, we embark upon an extensive consultation process with members and non-members. The consultation document is placed on our website and we use various communication channels to direct people to it.

13. We collate the feedback from this exercise and test the findings with face-to-face meetings. Typically, this would involve meetings with each of our UK national and regional committees and with the HEIs that we accredit to deliver housing programmes. It may also involve consultation with other groups depending upon the issues that we identify at the start of the process and our interpretation of the feedback. The culmination of the consultation process is the development of a specification or “Expectations of a Qualified Housing Professional” document which becomes the new standard for Chartered Membership. Our current specification sets out core requirements, specialisms and other possible content.

14. We have recently piloted an experiential pathway which enables people to demonstrate their achievement of the standard through their experience of working in housing over a long period. However, achievement of the standard for Chartered Membership is still primarily through the completion of an undergraduate or postgraduate degree at a higher education institution that we have accredited for this purpose. The following sections describe how we accredit HEIs.

15. Most housing students get a job in housing first and then go on to study later. As a result, the vast majority of housing students study part time. It is, therefore, important that, wherever possible, there is an accredited centre within easy travelling distance. Because the number of potential housing students in any part of the UK is relatively small, we have adopted an approach whereby we only work with selected HEIs and we discourage new centres from entering the market. We currently work with 24 UK HEIs and most of them have been providing CIH accredited courses for 20 years or more.

16. When our review of the “Expectations of a Qualified Housing Professional” document is complete, we present it to our HEI partners and ask them to design a course that they think will meet our requirements. Our specification is not prescriptive and we encourage HEIs to assemble the course content in ways which make sense to them. This means that each accredited programme will have its own “flavour” which reflects the strengths of the course team and the requirements of local employers. We recognise that our members may want to study at different levels, depending upon their previous academic achievement. So, although our professional standard is constant, we accept proposals at Level 5 (Foundation degree), Level 6 (Honours degree) or Level 7 (Masters degree).

17. Each HEI prepares an accreditation document setting out their proposed course and their rationale for the structure, content and assessment of the programme. This document includes a range of additional information (for example, about the teaching team, learning resources, marketing plans and, equality and diversity considerations).

18. For each HEI proposal, we assemble an accreditation panel which would typically consist of a housing lecturer from another accredited centre, a housing practitioner who we have briefed about the accreditation process and a member of our Education team. This panel then visits the HEI for a day to discuss the document with HEI staff. The programme for the day is likely to include meetings with: senior staff, to discuss resources; the teaching team, to discuss the rationale, structure, content and assessment of the course; local employers to assess how well the course meets their needs, and; students, to get their perspective of how the course is delivered and whether it meets its stated objectives.

19. At the end of the accreditation event, the panel will decide:

- Whether to accredit the course and, if so, for how long (up to a maximum of five years);
- What conditions, if any, to attach to the accreditation and how and when the course team should respond;
- Whether to make any additional recommendations for the course team to consider.

20. Until recently, we have also required candidates to complete a practice requirement, in addition to their academic course, before they are accepted as full CIH members. However, over time, this distinction between theory and practice has broken down as the courses that we accredit have become more vocationally relevant. Feedback from candidates told us that our practice component repeated content that they had already covered in their courses and that it was not adding value to their learning. We, therefore, included this as a component of our consultation when we last reviewed our specification. We concluded that we would remove the separate practice component and incorporate the main elements as explicit requirements in our specification for HEIs. As a result, when someone completes a CIH accredited course, they are immediately eligible for Chartered Membership, subject to completing at least 400 hours of practical experience in housing related employment/practice.

(b) *Cert CIH*

21. Our approach to qualifications at the lower educational levels is different because we operate as an approved awarding organisation within the Ofqual framework. The principles are similar but the processes differ in some respects.

22. At levels 2, 3 and 4, we offer a range of qualifications which are generally shorter and targeted at specific roles within the sector. When we are designing a new qualification, or reviewing an existing qualification, our starting point is to understand the needs of the job roles that we are catering for. To do this, we would typically set up an Advisory Group to tell us what knowledge and skills people need and to help us convert it into a qualification.

23. When we are working within the Ofqual framework, we are more prescriptive than when we work with HEIs. We develop a number of units of learning and specify how they can be assembled into qualifications—awards, certificates and diplomas—depending upon size. These units/qualifications are then placed in the public domain so that potential providers may decide whether they want to offer them.

24. Until recently, the providers were almost exclusively further education colleges but this is changing significantly and about half of the providers we now work with are employing organisations or training providers.

25. Whatever the organisation, a potential provider will first approach our Education team (as the awarding organisation). As long as we are satisfied that they have the necessary resources to deliver the programme, we are duty-bound to consider their application. We do this in two parts. Firstly, we assess their suitability as an organisation and the likelihood of them being able to sustain a course. Secondly, we consider their ability to deliver the specific course(s) that they have submitted for accreditation.

26. In most cases, the accreditation of qualifications at levels 2, 3 and 4 is light touch compared to the process described above for HEIs. We still require potential centres to submit a course document setting out how they will resource and deliver the course but it is usually much thinner than an accreditation document submitted by a HEI and the accreditation process does not normally require a visit to the organisation. In part, this is because there is less need for us to consider the course content that we have prescribed. It is also because we have an ongoing role in the quality assurance that we do not have with universities. We have a pool of paid moderators which we have selected and briefed for this role. When we accredit a provider, we appoint a moderator to ensure that all of our approved centres are operating to the same (minimum) standard. The moderator will scrutinise a sample of the students' assessed work and, if they are satisfied that the provider has applied the appropriate standard, they will sign off the pass list. When our awarding organisation receives the pass list, we then issue the relevant CIH qualification to the successful candidates. At this point, they are entitled to use the appropriate Cert CIH designation.

27. Our moderators report on their centres and their reports are considered by our Chief Moderator, who is appointed on the basis of their experience and reputation. The Chief Moderator produces an annual report which is considered by our awarding organisation staff and presented, with our proposed response, to the Education Audit Committee, which is independent of CIH. An annual report, incorporating the feedback from the Chief Moderator and the Education Audit Committee, is presented to the appropriate part of our governance structure.

PROFESSIONAL DEVELOPMENT

28. Whilst qualifications are important, they do not provide all of the professional development that housing professionals need. Housing is a dynamic sector in which government policy and associated good practice is constantly changing. Consequently, housing professionals continually need to update their skills and knowledge. We are not the only source of this information but we are the largest provider of training, seminars, conferences and other support services and, in some cases, we are the only organisation that is able to develop and deliver the right service. This is the case with our Practice online service which provides an encyclopaedic coverage of housing practice, together with advice about how to develop an appropriate housing management policy. Similarly, we have jointly developed HouseMark as a benchmarking tool to enable housing organisations to compare their performance with others.

29. Sometimes we provide this information free of charge to our members, through our magazines, our website or regional member events. At other times, we operate as a quasi-commercial organisation so that we can use the surplus that we create from our short course training programmes, conferences and our distance learning courses to supplement our income from membership subscriptions. This enables us to provide much more benefit to housing professionals and the sector generally.

30. Like other professional bodies, we have a Continuing Professional Development (CPD) scheme. Our scheme tries to be sufficiently flexible to accommodate the different requirements of our members. Our view is that a wide range of activities could contribute towards an individual member's continuing development and that the only person who can really say whether any particular experience has contributed to their personal development is the individual member themselves. For this reason, we do not accredit training programmes for CPD purposes or recommend a particular amount of CPD credit. Instead, our approach is to provide a CPD framework as a service to our members to help them structure their personal development. We suggest that members identify their development objectives for the forthcoming year and that they develop their own plan to achieve this. We also ask them to allocate appropriate CPD credit depending upon the value that they received from each learning experience.

31. To support our members, we collate information about all of the activities that they complete with CIH and make this available to them on line. Members can then add other activities and they can see the content to prepare their curriculum vitae or use it as evidence within their own organisations.

CAREER PROGRESSION

32. CIH qualifications are highly valued by housing professionals and housing employers. Individuals benefit from the knowledge and skills they gain from studying a CIH qualification and employers are able to use this added value to improve their organisational performance. It is widely acknowledged that CIH qualifications help people to progress in their careers but there is not a direct relationship between achieving a housing qualification or CIH membership and career progression within the housing sector and there are some notable examples of senior people who are not CIH qualified. Some housing employers specify CIH qualifications for certain types of jobs but most operate their own internal systems based upon competence and proven experience.

33. In this context CIH qualifications are used by candidates to equip themselves with the knowledge and skills they need to progress. CIH qualifications are also highly regarded by housing employers. In effect, CIH has become a mediator between employing organisations and the education system. There is a myriad of qualifications that may appear on application forms. This can be confusing for employers and the CIH brand provides reassurance that a qualification will be vocationally relevant. Similarly, because they trust the CIH accreditation process, employers send their staff to CIH accredited courses when they are planning their staff development programmes. Conventionally, this has involved supporting staff to attend a local college or HEI. However, it is becoming more common for employers to approach us direct to make arrangements to accredit their own in-house programmes. This normally involves Level 2 or 3 qualifications for front line staff but, occasionally, it can include units towards higher level qualifications.

PROFESSIONAL REGULATION

34. There is no licence to practice in housing and it is possible to be successful in housing without belonging to CIH. For this reason, the threat of being struck off is not, in itself, career threatening. Nevertheless, we expect our members to comply with our code of conduct and, if we become aware that someone is in breach of this code, we could invoke our disciplinary procedure.

35. We prefer to work on prevention by ensuring that our Code of Conduct is relevant and accessible and helping new members to become aware of the behaviour that is expected of a CIH member.

February 2012

Written evidence submitted by Rebecca Allen (ioe) and Simon Burgess (CMPO)

SUMMARY

We think of Initial teaching training (ITT) as encompassing both the initial training and the probationary year. We assume that the point of ITT is to produce effective teachers who will have the greatest possible impact on pupil progress. The two central facts are that variations in teacher effects on pupil progress are very substantial, and that the future effectiveness of a potential teacher is hard to judge from their own academic record.

As with any professional accreditation process, ITT has a training aspect and a selection aspect. Selection has been under-emphasised relative to training, and we argue that this needs to be rebalanced. We believe that the evidence suggests that the current operation of selection in ITT (tight at the beginning, negligible thereafter) is the wrong way round. Instead we should let a broader group try out to be teachers, but enforce a much stricter probation policy based around measures of teacher effectiveness in facilitating pupil progress. Full certification and an on-going first job would only be granted once performance data showed a teacher to be effective. The expectation would be that only the most effective teachers would make it through to full certification.

INTRODUCTION

1. We assume that the point of ITT is to produce effective teachers who will have the greatest possible impact on pupil progress. We think of Initial teaching training (ITT) as encompassing both the initial training and the probationary year.

2. An analysis of ITT has to be based on an understanding of the teacher labour market as a whole. Combining research in England with relevant work from elsewhere, we are starting to build up a picture of the key facts about how the teacher labour market operates.

3. Over the last decade in England, there has been a major increase in data on pupils available to researchers, leading to a better understanding of educational attainment. However, there is much more to learn about teacher careers, and new data now becoming available holds out the promise of making some real progress.

 TEACHER PERFORMANCE

4. We start from a brief summary of what is known about teacher performance.

- (a) *Teacher effectiveness matters enormously.* A pupil being taught for eight GCSEs by all effective teachers (those at the 75th percentile of the teacher effectiveness distribution) will achieve an overall GCSE score four grades higher than the same pupil being taught for eight GCSEs by all ineffective teachers (at the 25th percentile). A range of studies have consistently shown a very high impact of teacher effectiveness on pupil progress. While there are also papers contesting the validity of the assumptions required to identify true effectiveness, there is other research arguing that the results are secure.[1]
- (b) *Measures of teacher effectiveness are noisy.* Numerous factors affect exam scores, from good or bad luck on exam day, through the pupil's ability, motivation and background to a school's resources. Research shows that it is possible to measure a teacher's contribution to this, but it is an estimate with less-than-perfect precision. There is simple sampling variation, plus non-persistent variation arising from various classroom factors. For example, a teacher's score in any one year may be affected by being assigned a particularly difficult (or motivated) class (in a way not accounted for in the analysis).[2]
- (c) *Experience doesn't help beyond three years.* Research shows that on average teachers do become more effective in their first two or three years. Thereafter, there is no evidence of systematic gains as their experience increases: a teacher is as effective after three years as s/he will be after 13 years and 30 years.[3]
- (d) *Good teachers are hard to spot ex ante.* One of the more surprising findings to come out of the research on teacher effectiveness over the last decade has been that the characteristics that one might have thought would be associated with better teachers simply aren't. Experience, a Masters degree, and a good academic record in general are not correlated with greater effectiveness in the classroom. These results have been found in both the US and England. We need to be careful what we are claiming here. The research shows that easily observable, objective characteristics such as those noted above, variables typically available to researchers, are no use in predicting teacher effectiveness. This is not to say that no-one can identify an effective teacher, nor that more detailed subjective data (for example, from watching a lesson) can be useful. No doubt many Headteachers are adept at spotting teaching talent. But there are enough who aren't to mean that there are ineffective teachers working in classrooms.[4]
- (e) Very few teachers are dismissed from the profession in England.

TWO ROLES PLAYED BY ITT: TRAINING AND SELECTION

5. ITT plays two roles for the profession—training and selection. The emphasis has typically been on the former. Both are important and neither should be neglected, but we argue that the facts set out above suggest that if anything selection is the more important.

6. This is not unusual. For all professions, certification and induction involves a process of selection, both by the profession itself winnowing out the less able, and by the trainee deciding that it is not for them.

SELECTION ASPECT OF ITT

7. There are three key points of selection: into ITT, graduating out of ITT and final accreditation as a qualified teacher. The first and last of these are the most important. We need to consider the whole process of training teachers as a whole, thinking of the PGCE and the probationary period as both being critical parts of ITT.

8. Selection into ITT is about gaining a place on a course. The facts set out above on the difficulty in identifying people likely to be good teachers are very relevant here. They suggest a high degree of agnosticism would be appropriate when faced with applicants: it is very hard to tell who will be a good teacher. This is certainly true for selection based on objective criteria from the applicants' academic records. We know that these are unrelated to teaching ability, and so should be irrelevant in selection into ITT. Beyond that, even if selectors are highly skilled at spotting potential, and it is not clear that they are, it is impractical to ask each applicant to teach a practice lesson.

9. Therefore, we argue that selection into ITT should be very broad, with a relatively low academic entry requirement. This of course is not the situation now, nor the direction of travel of current policy. We argue that the tightening of academic entry requirements into teaching is not helpful: it will restrict the quantity of recruits and have no impact at all on average teaching effectiveness.

10. Graduation from ITT should be tough. Given that much of an ITT course is now school-based, time spent in the classroom will form an important part of the assessment. Arguably the classroom experience is the key part of the course. However, in such a short space of time it will not generate sufficient data for a robust and objective view of the trainee's effectiveness. It will nevertheless allow the trainee to discover whether teaching is for them.

11. One innovative route into teaching is through Teach First. In some ways this is a positive development, as it allows a lot of people to try out teaching and also gives the schools which employ them an “out” at the end of the two years. On the other hand, by restricting entrants on academic background.

12. Once in a job in a school, the progression to being a qualified teacher should be very different to the typical experience now. The key decision on final certification should be made after a probation period of say three years. The period probably cannot be less, though the appropriate length of the probation would need to be analysed properly, depending on the statistical reliability of any pre-hire indicators, school-based performance data, and the cost of being wrong (Staiger and Rockoff (2010) discuss this issue in depth). This is the point when enough data is available to make a reliable judgement on the effectiveness of the teacher. There should be an expectation that not all probationers will make it through to final certification, and indeed only the most effective should be retained. The key judgement should be a minimum threshold of progress that the probationer’s pupils make. Obviously, the measurement of that progress and the parameters of the threshold require a great deal of careful work. Like any statistical data, estimates of teacher effectiveness will never be perfect, and a good deal of evidence over a number of years will be necessary to reach a decision, but this is clearly necessary to raise the average effectiveness of the teaching profession in England.

13. Ideally, the probation should involve classes of varying ability and year group.

14. In summary, our view is that the evidence shows that the selection aspect of ITT is completely the wrong way round. Selection is tight to get into ITT in the first place, but once in, progression to full certification is normal and expected. We argue it should be the other way around: we need to be more agnostic about likely teaching ability in the first place and allow a much broader group of people try out to be teachers, but have a much tougher probation regime before trainees be given final certification. It makes much more sense to make final decisions later once more evidence on effectiveness has accrued.

15. It is important to see the teacher labour market as a whole, and to see how the different stages of a teacher career fit together. This implies that the nature of the teacher labour market for mid-career teachers has implications back to ITT. It seems to be very hard to fire ineffective teachers. While the regulations on this have recently changed, generating a culture that encourages head-teachers to take a more proactive stance seems harder. While this may change, it may be that the best way to reduce the problem of low-performing teachers is to make it very difficult for ineffective teachers to get into the profession in the first place.

TRAINING ASPECT OF ITT

16. We have less to say about the training aspect of ITT. Evidence suggesting that different routes into teaching do not seem to make much of a difference to effectiveness, and bolster the general view that people either have the ability to be a good teacher or not. However, while raw ability is very important, there is obviously much that a new recruit needs to learn about, and so the training side of ITT cannot be neglected.[5]

17. On the issue of what they should learn, two recent research papers combine traditional classroom observation of teaching practice with recent methods for estimating teacher effectiveness. Clearly, the design of a curriculum should depend on more than two studies, but this research points the way to establish a more systematic understanding of effective teaching practices.[6]

WIDER IMPLICATIONS OF A TOUGHER PROBATION REGIME

18. These changes would make starting out on a teaching career much more risky financially. In order to maintain the same average lifetime expected income from the profession, the pay rate of those making it through to final full certification will need to be higher. And the lower is the chance of making it through, the higher is the full professional pay.

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Written evidence submitted by the Institute for Learning

1. INTRODUCTION

1.1 The Institute for Learning (IfL) is the professional body for teaching professionals in further education and skills.

1.2 As an organisation, IfL supports:

- The commitment to professionalism in teaching and training.
- The importance of continuing professional development (CPD) and supporting teaching practitioners in driving their own professional development.
- Keeping a 21st century vision of teaching that effectively utilises new technology.
- Promotion of IfL members as dual professionals, experts in their subject specialism or vocational areas as well as experts in teaching and learning.
- The sector by conferring the full professional status of Qualified Teacher Learning and Skills (QTLS).

1.3 IfL members include an increasing number of vocationally qualified teachers who are interested in taking up teaching positions in schools. We expect, and will encourage, this number to increase with freedoms enabling qualified teachers with QTLS to take up teaching positions in schools.

1.4 IfL is looking for a commitment from the Committee in attracting, training and retaining the very best teaching practitioners in further education and skills that ensure that young people choosing to pursue an academic and/or vocational route in to learning and employment can be confident that they will experience high quality teaching and learning by professional teachers.

1.5 In responding to this inquiry, we wanted the Committee to look specifically at teachers of young people aged 14 plus in learning environments often involving partnerships between schools and further education colleges and training providers.

2. ATTRACTING THE BEST TEACHERS

2.1 IfL would seek to encourage much closer co-operation between the Department of Education and the Department for Business Innovation and Skills on a joined up strategy to ensure the sustainability of a world class teaching workforce in further education and skills. Furthermore, a joined up approach between Departments would ensure that growth in demand for vocational teaching and training for young people is met with adequate teaching capacity.

2.2 Teaching should be an attractive career of choice. To maximise high quality opportunities for all young people, parity of esteem between teachers in schools and in further education is a helpful development.

2.3 One suggestion is to embed an aspiration and motivation for trainees to view entering the teaching profession as part of their long term career plans. We believe that more can be done through curriculum, qualifications and through information, advice and guidance on offer to young people and adults to create this aspiration through partnerships with learned societies, professional bodies, sector skills councils, national skills academies and exam awarding bodies.

2.4 Vocational teaching and training, whether in a school or further education environment, should be a career of choice. In order to attract the best and most committed teachers to the profession, there must be readily available information, advice and guidance (IAG) for vocational professionals, employers and graduates. We know that IAG is hugely influential when making such choices; and a joined up approach between Departments can ensure that the Next Step careers service, and other IAG providers, have what they need to promote vocational teaching and training as a profession across further education and schools.

2.5 We believe that there are mechanisms available to the both the Department for Education and the Department for Business Innovation and Skills to work together to raise significantly the profile and status of teaching and training craft and vocational subjects.

3. TRAINING THE BEST TEACHERS

3.1 The UK's next generation of further education teachers and trainers are already in the workplace, gaining experience, developing their skills and progressing in their careers such as chefs, accountants, builders and engineers.

3.2 Initial teacher training for further education teachers has recently received positive judgements from OfSTED¹⁰³ in terms of its quality and management. This is reflected too in IfL's recent membership survey on initial teacher training, attracting over 5,000 responses.

3.3 IfL is of the firm belief that making the decision to give something back to the profession and go into teaching should be a path which is supported and encouraged throughout every profession. This is reflected in the fact that our data shows the average age of new entrants in to the profession is 38 years old, which is much higher than that of a newly qualified teacher in schools by, we understand, around 10 years.

3.4 By this age, individuals are likely to have a family, they are, according to research by moneysupermarket.com of the current average age for a first time mortgage¹⁰⁴, and they may already have other forms of commercial debts or existing student loans and therefore more resistant to additional debt.

3.5 Teachers who hold QTLS teach across the further education sector for both young people and adult learners must complete, or be on track to complete an initial teacher training qualification, such as the Diploma in Teaching Lifelong Learning and Skills (DTLLS) or the PGCE for post compulsory education. Neither courses are funded by the Teacher Development Agency (the equivalent for teaching in schools) and are instead funded by the Higher Education Funding Council for England or the Skills Funding Agency with an increasing reliance on loans.

3.6 It is for this reason that we are deeply troubled with forecasts of tuition fees of at least £6,000 for initial teacher training qualifications¹⁰⁵ in the further education and skills sector as a result of higher education

¹⁰³ <http://www.ofsted.gov.uk/sites/default/files/documents/inspection—forms-and-guides/i/Initial%20teacher%20education%20inspections%202011-12.pdf>

¹⁰⁴ <http://www.moneysupermarket.com/c/news/do-not-give-up-on-the-mortgage-game/0011592/>

¹⁰⁵ <http://consortium.hud.ac.uk/news/newsfiles/FETeacherTrainingBriefingNote20103.doc>

funding changes following the Government's response to *Securing a Sustainable Future for Higher Education* published by Lord Browne last year.

3.7 Whilst the focus has been on the "debt aversion" of mainly young people going in to full time higher education since the publication of the Browne Review, very little research has been done to examine the extent to which adult learners, let alone those wishing to enter a second profession, are likely to take up these student loans to undertake initial teacher training.

3.8 We believe that the new system for the funding of initial teacher training, largely by the individual, in further education and skills can be a deterrent for individuals, damages the flow of experts becoming teachers and ultimately damaging to the UK economy.

3.9 As a country we owe our international competitiveness, strength of our communities and influence of our innovation to the skills of our teachers and trainers and for this reason should be a profession we welcome the most talented individuals into with open arms. In the new system however, individual will instead be required to apply for a tuition fee loan of at least £6,000. This is not the welcome into the profession that is deserved and any good intention to make that laudable career move is likely to be met with deep reservations.

3.10 As the professional body for teachers and trainers in post 16 education, our data tells us that approximately 40% of teaching professionals in our sector are part time to varying degrees, ranging from consistent contracts to just a few hours a week and sometimes even less. Again, we do not believe that there are an attractive set of funding circumstances in order to be attracting the next generation of teachers and trainers.

3.11 As such a significant proportion of our members are part time, it is unlikely that these individuals will earn enough to begin repaying back their student loans through teaching alone.

3.12 It takes real effort, passion and commitment to your subject specialism to make the decision to become a teacher and it is this which the sector and the UK economy has silently relied upon for decades. Such a dramatic change in the accessibility of post compulsory teacher training carries no precedent and has significant risks to the sustainability and growth of our high quality teaching workforce and we strongly urge the Committee to put pressure on both the Department for Education and the Department for Business, Innovation and Skills to work together as a matter of urgency to remove this significant risk.

- One example is a teacher in a further education college in the south west who, after leaving the armed services, now teaches aeronautical engineering and is undertaking initial teacher training. He may not have taken that step forward with significant loans and no access to a bursary. As a STEM expert, this teacher is exactly the kind of teacher that further education and schools alike can benefit from.

3.13 Our members are deeply disappointed that whilst teacher training in schools will, under the schools White Paper attract generous bursaries of up to £20,000 for priority subjects, there is no such equivalent for those wishing to teach or train in further education and skills. Many of our members come from the STEM professions and would attract such a bursary if they were to train to teach in schools, but not to teach in further education where their expertise and experience is just as valuable.

3.14 Furthermore, this could block the potential supply of vocational further education teachers who may, at a later stage in their career choose to teach in schools.

3.15 We hope that the Committee shares our view that it is neither fair nor proportionate to allow for a system weighted entirely at attracting teachers in to schools at the same time as totally withdrawing teacher training funding for vocational teachers and trainers.

3.16 The same can be applied to the Troops to Teachers Programme. There will be many leaving the Armed Forces with vast talents to bring to further education and skills in areas such as engineering, mechanics, leadership and management, catering, hospitality, healthcare and IT to name a few. We would argue therefore, that in the interest of choice for the individual, to make full use of their skills and talents and for parity within the profession, that the Troops to Teachers Programme is funded for those wishing to teach or train in further education and skills as well as schools.

3.17 We believe there should be true parity within the teaching profession to create a system where every young person can benefit from the best teaching and get the most out of their learning experience. This must include teacher training opportunities. We therefore strongly urge the Committee to insist that the Government revisits its policy on funding for post compulsory initial teacher training.

4.0 RETAINING THE BEST TEACHERS

4.1 We view the Government's agenda to create new freedoms for further education and skills providers as an opportunity to put the knowledge and expertise of teaching practitioners to much more effective use both in the classroom and in their specialist vocational subject areas.

4.2 The concept of dual professionalism, if extended from further education to schools, can offer significant opportunities to provide up to date subject knowledge and up to date teaching practice from further education.

The dual professional carries out continuing professional development focussing on both their subject specialism and in teaching practice every year.

4.3 We believe that a co-ordinated effort between government agencies, national skills academies, sector skills councils, trade professional bodies and learned societies can add huge value to the development of professional and influential teachers and trainers in further education and skills. This in turn will maximise the ability for teaching practitioners to provide the best teaching and learning experience for the next generation workforce as well as ensuring the development of their own skills and knowledge.

5.0 FINAL REMARKS

5.1 Many young people from the age of 14 benefit hugely from being taught by vocationally trained experts who are in the unique position to deliver high quality teaching and training off the back of their experience and development in the field. This is a unique and precious attribute which should be at the heart of our education system.

5.2 As we develop an education system which prepares young people for the economy of the future, we can no longer see “school teachers” in a silo. More and more young people are, and will continue, to benefit from vocational and practical teaching and learning who all deserve the best teachers and trainers. Parity and fluidity between academic and vocational routes into teaching benefit pupils, education providers and society more broadly.

5.3 We welcome the opportunity to contribute to the Committee’s inquiry and look forward to being able to offer further support.

November 2011
