



Department
for Education

Consultation Response Form

Consultation closing date: 3 February 2015
Your comments must reach us by that date

A World-Class Teaching Profession

If you would prefer to respond online to this consultation please use the following link: <https://www.education.gov.uk/consultations>

The Government is committed to improving teacher quality as a key part of our plan for education. The teaching profession is fortunate to include many thousands of dedicated, hard-working individuals transforming the lives of children and young people while working to improve their own professional practice. We want to help teachers to go even further in raising the standards of their profession, and so we are seeking views on:

- Improving the quality of professional development and learning undertaken by all teachers; and
- Facilitating the establishment of a new independent professional body for teaching (a “College of Teaching”).

Information provided in response to this consultation, including personal information, may be subject to publication or disclosure in accordance with the access to information regimes, primarily the Freedom of Information Act 2000 and the Data Protection Act 1998.

If you want all, or any part, of your response to be treated as confidential, please explain why you consider it to be confidential.

If a request for disclosure of the information you have provided is received, your explanation about why you consider it to be confidential will be taken into account, but no assurance can be given that confidentiality can be maintained. An automatic confidentiality disclaimer generated by your IT system will not, of itself, be regarded as binding on the Department.

The Department will process your personal data (name and address and any other identifying material) in accordance with the Data Protection Act 1998, and in the majority of circumstances, this will mean that your personal data will not be disclosed to third parties.

Please tick if you want us to keep your response confidential.	<input type="checkbox"/>
Reason for confidentiality:	

Name: Sam Derby	
Please tick if you are responding on behalf of your organisation.	✓
Name of Organisation (if applicable): Pearson	
Address: Pearson Halley Court Jordan Hill Oxford OX2 8EJ	

If your enquiry is related to the DfE e-consultation website or the consultation process in general, you can contact the Ministerial and Public Communications Division by email: consultation.unit@education.gsi.gov.uk or by telephone: 0370 000 2288 or via the Department's ['Contact Us'](#) page.

Please insert an 'x' into one of the following boxes which best describes you as a respondent.

<input type="checkbox"/> Academies	<input type="checkbox"/> Colleges	<input type="checkbox"/> Early years setting
<input type="checkbox"/> Free school	<input type="checkbox"/> Further education college	<input type="checkbox"/> Headteachers
<input type="checkbox"/> Higher education institution Independent school	<input type="checkbox"/> Local authorities	<input type="checkbox"/> Local-authority maintained
<input type="checkbox"/> School governors	<input type="checkbox"/> Schools	<input type="checkbox"/> Sixth-form college
<input type="checkbox"/> Special school	<input type="checkbox"/> Studio school	<input type="checkbox"/> Subject associations
<input type="checkbox"/> Teachers	<input type="checkbox"/> UTC	<input type="checkbox"/> Organisations representing school teachers and lecturers
<input checked="" type="checkbox"/> Other		

Please Specify: Awarding Organisation

Executive summary

1. Pearson is not expressing an interest in setting up and running the proposed independent College of Teaching.
2. The proposed college should develop frameworks and tools to help teachers and schools evaluate Professional Development Courses and to choose well. The frameworks and tools should reference relevant research on impact of professional development on raising standards of teaching and having a positive impact on learning outcomes.
3. Government funding for professional development with high quality evidence of impact on teaching and learning would increase uptake, particularly helping schools with the cost of supply cover.
4. Teaching schools providing professional development should be helped through partnership with professional development providers to scale up and quality assure their professional development offers, enabling them to reach more schools, particularly those requiring improvement or which are inadequate, or which are in areas of social disadvantage.

1 What are the greatest impediments teachers and schools face in regularly undertaking high-quality professional development?

Comments:

Prioritising the time to attend (and travel to) events, as well as arranging the required class cover, is the major barrier for class teachers and heads of department. In recent years schools sent whole departments to training events to develop their skills in delivering qualifications and in new approaches to teaching and learning made necessary by changes to assessment and by curriculum regimes; now schools are more likely to send one member of staff who then cascades information, leading to lower-quality professional development experiences in many cases. There are a variety of reasons for this: logistical issues such as budget restrictions and rarely cover rules, and more strategic issues such as the difficulty of identifying consistently high quality external professional development and the fact that there is not always recognition from senior leadership teams of the role that professional development can play in both school improvement and in personal development for staff.

External input from an expert is a crucial part of effective professional development (CUREE research in 2012¹ and Sutton Trust research in 2014² identified this) and relying on schools to deliver professional development themselves without that input can lead to professional development that is less likely to help teachers to have a positive impact on student outcomes. Peer to peer learning can be of great value, but schools operating without any or with very little specialist input are receiving lower quality professional development overall. On the other hand, there are issues with the wide range of quality of external training courses on offer as well as their expense for many schools. This has led to schools using their own personnel to provide training and cascade their own knowledge and experience in the classroom. Sometimes this has been some of the most focused training received, other times it is not well received and ineffective. As a result, many schools have a lowering of confidence in the value of professional development overall, and in the quality of external providers.

Commitment from school SLT to the importance of high quality professional development for their staff is another impediment in many cases: with all the competing priorities schools have, they need to be confident in the quality of the professional development on offer and the positive impact that professional development can have on learner outcomes and staff development in order to be able to prioritise it for their staff. In addition, they need to be freed from reliance on government initiatives which advocate professional development relating to certain pedagogies at the expense of others and allowed to develop their own professional

¹ *Understanding what enables high quality professional learning* [CUREE / Pearson](#), 2012

² *What makes great teaching?* [Sutton Trust, 2014](#); especially pp38-42

judgement based on accessible and up to date summaries of the available research (provided by the new independent body to save SLT time and provide a reliable single source of information) about what approaches are effective in raising teaching standards and having a positive impact on learning.

2 To what extent, and how, do teachers currently evaluate their professional development? What would support more rigorous evaluation?

Comments:

Critical evaluation of professional development is not universally present in schools. Research commissioned by DfE from NFER chimes with our experience: teachers almost always evaluate professional development as part of performance management, and the majority of schools consider whether professional development has had an impact on learning and include professional development in their school development planning, but a strategic review of professional development and its impact on learning outcomes and its value for money is not carried out regularly in the majority of schools.

A framework, nationally defined and simple to implement, created by a new professional body, for the effective evaluation of professional development would support schools in choosing or developing professional development more likely to impact positively on learning. This framework would consider the needs of the school, its staff and pupils; the research available on the likely impact on learning of different professional development offers; and models for evaluating impact and effectiveness in the school to help planning and implementation.

Reviewing the tools provided in the past by the TDA / TTA should form part of the development of this framework. In addition, Pearson have built a process to measure the effectiveness of educational products, called [The Efficacy Framework](#). We have made it available for everyone to use and would welcome the opportunity to discuss this work with the new body.

3 Where should the balance of responsibility lie between teachers, schools and Government for ensuring that appropriate professional development is undertaken? How, in the longer term, might responsibility sit with a new independent professional body?

Comments:

Teachers should have a right and a responsibility to pursue appropriate professional development to help them to perform well and to be as effective as possible at helping learners to make progress, and to have access to career development opportunities.

Schools should be responsible (for example through a named member of the senior leadership team) for identifying and implementing effective professional development in order to raise standards of teaching and impact positively on learning.

The new professional body should be responsible for providing evaluation tools to help schools quality assure professional development, frameworks and standards to help providers to develop and schools to identify high quality professional development, and for commissioning and identifying research into effective teaching and learning methodologies (that is, methodologies proven to or shown to be likely to have a positive impact on learning) and the professional development that is necessary to implement them effectively.

Government should require that teachers undergo professional development that has been appropriately quality assured and can be seen to impact on practice (based on the evaluation tools, frameworks and standards created by the new professional body), and that schools have in place the appropriate mechanisms and processes to ensure that appropriate professional development to develop both members of staff as professionals and to impact the school development plan is in place.

4 Despite the growing reach of the Teaching Schools network, are there areas where coverage of schools would remain a concern? How could any gaps be addressed?

Comments:

Teaching schools in rural areas (e.g. Somerset, Devon, Cumbria, Herefordshire, North Yorkshire, Northumberland) are understandably very spread out, and their reach in practical terms is limited. At Key Stages 4 and 5 particularly, option choices may mean that there are no teaching schools within reasonable travel distance that have experience or expertise in delivering certain curriculum choices or qualifications. Gaps could be addressed by encouraging and funding teaching schools to work with professional development delivery partners such as commercial professional development providers, examination boards and other education sector companies and organisations to increase their range, or by encouraging them and funding them to work with technology or other innovative design solutions for professional development delivery, for example, to allow remote delivery of professional development (learning from areas of the UK and the rest of the world where this form of delivery is the norm – for example, the Highlands and islands of Scotland, some parts of Australia). The provision of extra budget for schools outside the immediate sphere of influence of teaching schools would help them to access good professional development provision.

5 What should the funding criteria be for Teaching Schools wishing to draw on the new funding pot for professional development? Should there, for example, be a requirement for Teaching Schools to work with a predetermined proportion of schools which are not already “good” or “outstanding”?

Comments:

Teaching schools wishing to draw on the new funding pot should:

- Be able to demonstrate that they have delivered professional development at sufficient scale to reach a meaningful number of schools and teachers across a broad range of subjects and topics of relevance to schools within their geographical sphere of influence.
- Have worked with (or be able to demonstrate that they have made appropriate efforts to work with) 100% of the schools within their geographical sphere of influence who are inadequate or require improvement or who are in areas of social disadvantage.
- Have met all the requirements of standards, quality assurance and impact on learning for professional development as laid down by the new independent body.

6 Will teachers benefit from an online platform that collates and presents evidence-based best practice?

Comments:

A number of platforms exist which could either be strengthened or brought together to form this offer (for example, the Good CPD Guide and the EEF Toolkit), and a new independent body could lead that process and ensure it is fair and robust, and only presents professional development which the College is confident meets quality and effectiveness standards. Teachers would benefit from such a platform.

7 In addition to the proposals outlined here, what other approaches would help schools to remove barriers and incentivise effective professional development for teachers?

Comments:

Government funding (additional or ring-fenced) for supply teacher cover for prioritized training (i.e. professional development proven to have an impact) particularly for struggling schools would help uptake enormously – for example, the government match-funded phonics training for primary schools was successful in getting a greater uptake of training with research behind it relating to reading, though it only focused on a single pedagogy and we would advocate instead that any pedagogy proven to be effective at impacting positively on learning should be eligible for funding.

A Quality Mark or Award for best practice and excellence of provision in professional development, administered by the new independent body, would enhance individual school's confidence in choosing course providers and encourage schools to spend a limited professional development budget on assured external quality providers. An additional method of quality-assuring professional development would be to include 'trip-advisor' style peer-generated reviews of CPD such as those already used on platforms such as the Good CPD Guide alongside research evidence.

If you are a teacher or lecturer, please specify.

8 a) Which phase of education are you currently working in?

<input type="checkbox"/>	Early years	<input type="checkbox"/>	Primary	<input type="checkbox"/>	Secondary
<input type="checkbox"/>	Sixth-form	<input type="checkbox"/>	Further education	<input type="checkbox"/>	Higher education
<input type="checkbox"/>	Other (please specify)				

Comments:

8 b) If you work in a designated Teaching School?

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Don't Know
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Comments:

8 c) If not a designated Teaching School, is your school part of one or more Teaching School Alliances?

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Not applicable
<input type="checkbox"/>	Dont know				

Comments:

8 d) How long have you been teaching?

<input type="checkbox"/>	NQT	<input type="checkbox"/>	2-5 years	<input type="checkbox"/>	6-10 years
<input type="checkbox"/>	11+ years				

Comments:

8 e) If you currently work full or part time?

<input type="checkbox"/>	Full-time	<input type="checkbox"/>	Part-time
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Comments:

8 f) The highest level qualification you have obtained?

Comments:

8 g) Your subject specialism(s), and if you currently teach in this specialism?

Comments:

8 h) If you have any additional responsibilities in school, for example SENCO; NLE/LLE/SLE; Lead Practitioner; Head of Year; Head of Department; assistant/deputy/headteacher?

Comments:

Thank you for taking the time to let us have your views. We do not intend to acknowledge individual responses unless you place an 'X' in the box below.

Please acknowledge this reply.	X
Email address for acknowledgement: sian.owen1@pearson.com	

Here at the Department for Education we carry out our research on many different topics and consultations. As your views are valuable to us, please confirm below if you would be willing to be contacted again from time to time either for research or to send through consultation documents?

<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
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All DfE public consultations are required to meet the Cabinet Office [Principles on Consultation](#)

The key Consultation Principles are:

- departments will follow a range of timescales rather than defaulting to a 12-week period, particularly where extensive engagement has occurred before
- departments will need to give more thought to how they engage with and use real discussion with affected parties and experts as well as the expertise of civil service learning to make well informed decisions
- departments should explain what responses they have received and how these have been used in formulating policy
- consultation should be 'digital by default', but other forms should be used where these are needed to reach the groups affected by a policy
- the principles of the Compact between government and the voluntary and community sector will continue to be respected.

If you have any comments on how DfE consultations are conducted, please contact Aileen Shaw, DfE Consultation Coordinator, tel: 0370 000 2288 / email: aileen.shaw@education.gsi.gov.uk

Thank you for taking time to respond to this consultation.

Completed responses should be sent to the address shown below by 3 February 2015

Send by email to: world-classteachers.consultation@education.gsi.gov.uk

Send by post to:

Joanne Kemp
Teacher Quality Policy Unit
Department for Education
6th Floor, 2 St Pauls Place
125 Norfolk Street
Sheffield
S1 2FL