

## Consultation Summary Paper

### DfE Consultation on proposal to create a College of Teaching and raise the quality of CPD

17 February 2015

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*Opened 9 December 2014, closed 3 February 2015, Pearson lead: Sam Derby*

*Link to website: [Developing the teaching profession to a world-class standard](#)*

#### **A brief introduction to Pearson**

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Pearson is the world's leading learning company. Our education business combines 150 years of experience in publishing with the latest learning technology and online support. We are also part of the wider Pearson family which includes Penguin, Dorling Kindersley and the Financial Times. We provide education and assessment services in more than 70 countries. Our qualifications, courses and resources are available in print, online and through multi-lingual packages, helping people learn whatever, wherever and however they choose.

#### **A summary of the consultation**

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The consultation seeks responses to proposals to set up a fund and a set of standards to drive improvements in the quality of CPD for teachers. In addition, it seeks expressions of interest from bodies interested in taking forward the establishment of a College of Teaching (including business models to enable self-funding and independence from Government).

#### **A summary of the Pearson response**

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- Pearson is not expressing an interest in setting up and running the proposed independent College of Teaching.
- 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.
- 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.
- 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.