

Schools achieving success

General Teaching Council for England
Response to the White Paper

November 2001

General Teaching Council for England

The General Teaching Council for England (GTCE) was established by the Teaching and Higher Education Act 1998. It is the self-regulatory body for the profession in England and provides advice to Government on key educational issues including teacher training and development, the role of the teaching profession and recruitment.

All qualified teachers currently teaching in maintained schools and non-maintained special schools within England must be registered with the GTC.

The GTC is governed by a Council of 64 members of whom 44 are practising teachers. The Council also includes representation from other interest groups including parents.

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Introduction

The General Teaching Council for England's (GTC) response to the White Paper focuses on those aspects of the Government's proposals that most closely relate to the Council's responsibilities and concerns.

Our response has been formulated through Council Members' work and via extensive face-to-face consultation with teachers across the country. It reflects the experience and expertise of the teaching profession and is informed by dialogue with the GTC's 'stakeholder' organisations, including the teacher unions/associations and other partners.

The GTC endorses the Secretary of State's aspiration, outlined in the White Paper, to '*bring meaning to the phrase "raising standards for every child"*'. We also warmly welcome the Minister's clear acknowledgement of teachers' achievements and the expression of the Government's intention to provide more support for teaching in the future.

The White Paper describes the creation of the GTC as '*an important step in strengthening teachers' professional status*', a reflection of our driving ambition to enhance and support teacher professionalism. To turn this ambition into reality the profession must take a leading role in defining and owning professional standards.

The establishment of the GTC is fundamental to this process. Our remit is to guarantee standards of entry to the profession, and promote high quality continuing professional development (CPD), professional standards of teaching and professional practice, all within an agreed framework of public accountability. This work should naturally serve to raise the wider public standing of the teaching profession.

Along with the teacher associations/unions and others, the Council urges the Government to take prompt action in response to teachers' concerns and expectations.

Our response to the White Paper outlines clear and compelling arguments for positive change, which we hope will inform the implementation of the Government's proposals.

November 2001

The Agenda For Change

The Government's White Paper *Schools achieving success* sets out a multiplicity of proposals to address the future challenges facing education. Sections one to five of this paper consider many of those in detail. However, there are four key issues that the General Teaching Council (GTC) advises Government are of the highest priority. All fall within the remit of the Council:

- **Retention**
- **Teaching quality**
- **Innovation in teaching and learning**
- **Investing in the future**

1. Retention

Retaining teachers in the profession is the greatest priority for sustaining the drive to improve standards of achievement.

This echoes the advice that the GTC has previously given to the Secretary of State¹ of the need to judge every government policy in terms of its impact on retention.

In implementing the White Paper initiatives the GTC considers that this should be a requirement for all policy makers in DfES, and makes the following recommendations to facilitate a greater focus on the retention issue. In particular, the GTC calls for the development of a national retention strategy, to include the integration of approaches to recruitment, Continuing professional development (CPD) and professional time with those of retention.

The GTC has already presented proposals to the Government for such a national retention strategy, with a particular focus on measures to support retention and excellence in and beyond the first five years of teaching. Government may wish to set targets and establish benchmarks so that the effectiveness of such a strategy can be measured.

The GTC is disappointed that in spite of Government's efforts to address the issues of workload and CPD, the White Paper does not contain reference to a coherent set of proposals focused upon retention. To this end, the Council is outlining a series of proposals, which together will have a positive impact on recruitment and retention.

These include:

- **Better knowledge about the teaching labour force**

¹ GTC Advice to Secretary of State *Delivering Professionalism in Teaching*, July 2001

- Manageability of and support for teachers' work
- Enhancing professional development and career development opportunities
- Sustaining excellence in the early years of teaching
- Flexible 'stepping down' exit routes towards retirement
- Disseminating and building good practice on recruitment and retention

In tandem with these proposals, the GTC proposes an independent review of current recruitment and retention expenditure.

With the current loss of up to 40% of qualified teachers in the first five years of their career, it is the Council's view that a greater focus of expenditure on measures that will retain high quality teachers as well as to attract them to the profession is required.

In particular, this will require a major investment in schools so that time, sufficient to work in a fully professional way becomes the norm for all teachers. As part of this, the GTC asks that the Government addresses concerns about the volume and nature of teachers' work, and also considers the needs of many of the people in the pool of inactive teachers who might return to the profession if greater flexibility can be introduced to careers in teaching.

2. Teaching Quality

Continuing Professional Development

Continuing professional development (CPD) is essential to professional practice and teaching quality. An entitlement to high quality CPD opportunities must be secured so that teachers can fulfil their own and others high expectations of continuous improvement.

The GTC, is, as the White Paper acknowledges, playing a critical role in making CPD a reality for all teachers through its Professional Learning Framework for teachers, which is contributing to building a consensus of expectations for CPD beyond initial teacher education. In moving forward, the GTC will continue this development, in consultation with the profession and other stakeholders, so that the definitions and standards of CPD are clear for the whole profession.

Teachers have expressed repeatedly to the GTC that there is a lack of professional time to undertake the full responsibilities of teaching, including CPD responsibilities associated with good teaching practice – a fact that the GTC has conveyed to Government throughout the past year.

The GTC asks Government to take forward its proposals for an allocation of identified professional time for all early years and primary teachers and for adequate access to professional time for all secondary teachers.

Professional Standards

The capacity of the profession to generate and maintain its own standards of professional practice and values is key to ensuring teacher quality.

The Council's remit gives it a key role in guaranteeing standards and will therefore ensure that development work on the Professional Code for Teachers takes into account the implications of the White Paper. Additionally, it will continue to advise the Government on coherence between the Professional Code for Teachers and the standards of teaching described in the Standards Framework.

Equally, it is the view of the Council that a coherent framework of commonly upheld core professional standards should be developed for all adults and professionals supporting teaching and learning.

3. Innovation in Teaching and Learning

The GTC will explore, with others, the significant potential for innovation in teaching, learning and curriculum development and for reshaping the roles in teaching currently shared between teachers and support staff. The recruitment of classroom assistants and support staff should supplement qualified teachers and not replace them. Furthermore, arrangements for the manageability of new configurations of staff in developing effective teaching and learning teams will require substantial time for training and development at all levels within the school.

The GTC would welcome an early signal from Government that it values those already in the profession for their capacity to innovate and make professional judgements about teaching, learning and assessment.

Teacher commitment to Curriculum Online and new technologies must be further enhanced through high quality CPD. Opportunities to innovate in teaching and learning through Information Communication Technology (ICT) offer exciting and dramatic potential.

Evidence from teachers strongly supports the need to enable the sharing of good practice within and across the profession so that innovation can develop from sound experience and expertise. Methods for achieving this are well tried and only need funding and encouragement to make an impact. The Council advises that the work of the new Schools Innovation Unit (SIU) should be generated, tested and evaluated in partnership with the profession if it is to have any penetration or lasting effect. It will therefore seek to be actively involved in discussions with the SIU about imaginative and innovative practice, especially the use of ICT.

4. Investing in the Future

The GTC urges Government to match the vision set out in the White Paper by securing meaningful and long-term investment, which recognises the substantial under investment in teaching and learning in previous years.

The Council believes it is essential to invest a greater share of national funding into education to provide the essential resources for teachers to do the job, including appropriate accommodation, ICT including hardware, software, technical support and opportunities for training and innovation of practice; books and equipment; more support staff and above all, resources for time to undertake the range of activities that support high standards of teaching.

Investment on this scale requires adopting and developing an agreed values framework, which places teaching and learning at the heart of society and engenders a shared

understanding and ownership among teachers, pupils, parents and others about the importance of achievement for all.

Furthermore, investment in the profession must include a clear demonstration of trust and confidence in teachers who put high value on the exercise of their professional judgment and autonomy and who find that their experiences of over-prescription are deprofessionalising and demotivating.

Section five of this paper deals with the future role of the GTC.

Contents

Sections one to five of this response focus on key proposals embodied in the White Paper which most significantly reflect the central purposes and responsibilities of the General Teaching Council.

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- Section 4: Innovation in Teaching & Learning
- Section 5: The Future Role of the GTC

Section

1

Entry to the Profession

SUMMARY

This section concentrates on the elements of the White Paper that relate to entry to the teaching profession.

The Council shares the Government's concern to diversify routes into teaching, maintaining high expectations of all new teachers. In particular the Council advises the Government to ensure that all training teachers are well supported and that expenditure on recruitment and retention strategies is spent to best effect.

The Council urges the Government to take further steps to ensure that teaching is a more manageable, and more representative profession.

The Council warmly welcomes the proposed extension of registration status to trainee and overseas teachers and the associated proposal to streamline screening processes.

This section therefore contributes a commentary to Paragraphs 5.13, 5.14, 5.28, 7.6, 7.12, 7.14, 7.18, 7.21, 7.31 & 7.35

New school designations

- 1.1 The Government proposes the development of a new category of '*advanced specialist colleges*' as all schools become specialist schools, with the first designations to be in September 2002. It is proposed that advanced specialist colleges might play a greater role in training teachers. The Council is a strong advocate of the work of schools and serving teachers in preparing the next generation of teachers. However, significant changes to teacher training require a sensible lead-in period and Initial Teacher Training (ITT) providers will, before September 2002 be making preparations for a new ITT Circular. Further significant changes could not be accommodated on the same time scale.
- 1.2 The Council welcomes the commitment to exploring further schools' capacity to contribute to teacher education, and to piloting various models of involvement. However, the priorities in this respect are to assure the standards of and support for school involvement in school-higher education institution (HEI) partnerships, the principal route into teaching, and to evaluate the impact of existing new models such as flexible routes and training schools before further variants are introduced. Without this evaluation there is no evidence base on which to build a clear picture of additional needs in the sector. Diversification is welcome when it provides a new way to meet identified needs. It is not clear from the White Paper how a further new status will provide schools with an opportunity for ITT involvement that they could not fulfil by becoming a partner school, a school centred initial teacher training (SCITT) school, or a training school.

- 1.3 Similarly, the development of the training school concept should await evaluation of the first designated training schools. Not all training schools are currently involved in *initial* teacher training.

Adults other than teachers; venues other than schools

- 1.4 The Council acknowledges the range of measures being taken to alleviate recruitment difficulties in schools. It also sees merit in giving headteachers the opportunity to deploy other adults, including those not employed as teachers in their own school, in support of pupil learning. This will be a particularly useful freedom in the context of 14-19 developments that may make available a wider range of vocational specialisms at Key Stage 4 (KS4). The Council also welcomes carefully monitored opportunities for the disapplication of the National Curriculum at KS4 to allow pupils who might otherwise become disaffected to follow, on or off site, programmes more suited to their interests and aspirations.
- 1.5 The Council's duty is to guarantee standards of education, in the public interest, primarily by means of its register. Parents will want to be clear that their children's teachers are of a standard represented by registration. Where people are not registered they cannot be subject to the Council's Code or its disciplinary processes. The Council's strong advice is that high minimum standards should apply to all people supporting young people's learning in the maintained sector, whether or not they are employed as a teacher by the school, and whether or not education or training takes place in a school. Plans to diversify the range of people supporting teaching and learning need to be carefully discussed with the Council to ensure that the profession can define and ensure these high minimum standards. The proposed development of other forms of registration [*paragraph 7.31*] may be a means by which the Council can fulfil its duties to parents and pupils in the future.
- 1.6 Acting in the public interest, the GTC has a responsibility to ensure that all pupils have access to high quality teaching and learning. As the Government implements its vision for 14-19 education, the Council will want to be sure that certain young people are not denied access to important aspects of the curriculum, or to qualified teachers.

Recruitment and retention related expenditure

- 1.7 The Council recognises the range of responses the Government has made in seeking to alleviate recruitment difficulties. A considerable amount of money is being spent on a variety of initiatives, and the Council has argued that some independent cost benefit analysis is required to ensure that the balance and focus of expenditure is as effective as it can be in attracting and retaining high quality teachers.

Training Bursaries and Golden Hellos

- 1.8 The Council has urged the Government to distinguish between financial support available to enable all trainee teachers to undertake programmes of ITT and incentives that may be necessary to ensure that the profession secures the services of people who are under-represented, or in particular demand in the labour market. The Council persists in pressing the case for a training salary for **all** trainee teachers. It does so because it is unfair to penalise some of the trainees who have made a considerable commitment to and investment in a career in teaching. Moreover, the Council is concerned to avoid the

promotion or demotion of particular routes into teaching as a result of inequitable financial support. Diverse routes should stand on their own merits and not be artificially boosted by favourable terms.

Paying off student loans

- 1.9 The Council is very conscious of the financial hardship affecting trainee teachers, and welcomes the exploration of help with student debts as part of the recruitment strategy. Student debt is a problem not only for teachers but also for other professional groups in the public service such as social workers and nurses who cannot expect high starting salaries.
- 1.10 If this strategy is to apply only to trainees in shortage subjects, then it is clearly intended as an incentive and not an aspect of financial support. The Council requires further details of what is proposed before it can form a view about whether this targeted approach represents the best use of available resources.

Undergraduate credit

- 1.11 The Council welcomes the new proposals to pilot options for undergraduates to work towards elements of qualified teacher status (QTS) during their first degrees. Research evidence suggests that there are significant numbers of undergraduates who have neither decided to teach nor decided against teaching. We also know that experience of teaching can motivate potential applicants to apply for ITT programmes. The Council will take a keen interest in the outcomes of the pilots. It is critical that trainees are clear about the extent to which other institutions may recognise credit towards QTS offered by their own institutions. In particular, it will be important to demonstrate that students' first degrees will not suffer as a result of their participation.

Childcare for participants on returner programmes

- 1.12 The Council welcomes the efforts made to ensure that teachers with family commitments participate in returner courses, but there is little value in having family friendly routes back into teaching without improving the family friendliness of teaching itself. The Council has called for a robust and forward-looking work-life balance action plan for teaching, as has been generated for other professions. It is disappointed by the suggestion (*paragraph 7.21*) that the Government is not prepared to encourage and promote a more active approach to work-life balance issues in schools, despite everything that is known about the feminisation of the profession, the impact of career breaks on promotion chances, and the extent to which, for example, male and female graduates of all ages highly prize work-life balance in their career choices, and have a negative view of the balance and flexibilities afforded by careers in teaching. The Government's response to the PriceWaterhouse Coopers (PWC) study needs to address serving teachers' concerns about the volume and the nature of teachers' work, but to meet the needs of many of the people in the pool of inactive teachers it needs also to consider how greater flexibility can be introduced to careers in teaching.

Graduate Teacher Programme

- 1.13 The Council welcomes the diversification of routes into teaching, to meet the needs of the widest possible range of potential teachers. The graduate teacher programme (GTP) is an

attractive option for a particular group of potential teachers, and some of the feedback from trainees via this route has been very positive.

- 1.14 As the professional body for teachers, with responsibility for guaranteeing professional standards, the Council must uphold the principle that diverse routes must not mean diverse standards. GTP and other routes must not only equip trainees to meet the demanding QTS standards; they must also be seen to do so.
- 1.15 The Council is concerned that the GTP is not currently subject to quality assurance of the same rigour as other forms of ITT. While other forms of ITT are subject to OFSTED inspection, it is important that GTP is also inspected. The Council appreciates that a different mode of inspection may be desirable, but the standard of scrutiny must be the same, in the interests of the trainees and of pupils.
- 1.16 The Teacher Training Agency's (TTA) Newly Qualified Teacher (NQT) survey has uncovered some very worrying experiences of GTP, as well as some very positive ones. In that respect GTP is like other routes – there are providers with strengths, and weaknesses. The purpose of accountability is to ensure that a high minimum standard is maintained, and to work towards narrowing the quality gap and promoting best practice. This is as important for GTP provision as it is for HEI-school partnerships and School Centred Initial Teacher Training (SCITTs) – perhaps more so in that the GTP trainee may feel less able to seek redress.
- 1.17 The Council is also concerned to ensure that factors such as funding and quality assurance arrangements do not privilege some routes over others, distorting the attractiveness and appropriateness of various routes. There has been no thorough research but anecdotal evidence suggests that while flexible routes might be tapping a genuinely new pool of potential applicants, GTP might be drawing considerably on people who would otherwise have trained via a different route. This is not a concern if this shift represents a genuinely better match between trainee and programme, but careful monitoring is needed to ensure that this is the case. The Council wishes to be reassured that participating schools have the infrastructure to support GTP participants, and are carefully selecting trainees who are particularly suited to that route.
- 1.18 The Council welcomes the Government's commitment in the White Paper to making a considered response to the findings of the PWC study on teacher workload. Research evidence suggested that teacher workload is as much of an issue in recruitment as it is in retention. Research suggests that sixth form and undergraduate perceptions of the volume, character, and rigidity of teachers' work deters applications to ITT.
- 1.19 The Council welcomes the recognition of its role in promoting professional development as a core activity for teachers that must be resourced and supported. The PWC interim study also demonstrates the value teachers derive from involvement in supporting new teachers in ITT and induction. However, teachers also experience their work with new teachers as another demand on their limited time. The core business of teachers now includes raising standards of teaching by supporting and developing colleagues, as well as raising standards of learning and attainment by supporting and developing pupils. The implications of this shift have yet to be taken into account in school funding, organisation and quality assurance, or in teacher supply modelling.

Expansion of Registration

- 1.20 The White Paper proposes the extension of an appropriate form of GTC registration to returning, overseas and trainee teachers and that the Council should take over the responsibility of checking suitability for these groups. It is stated that by making a single body responsible the burden on employers in particular to carry out multiple checks would be reduced.
- 1.21 The Council recognises that the vast majority of people entering the profession, either as trainees, returning to the profession following a break, or coming as overseas qualified teachers are fully and entirely suitable for the profession. But there is no means of assuring that at present. In these times of increased scrutiny of professions and self-regulation that is, in the Council's view, difficult to sustain.
- 1.22 The Council has also received many enquiries from other adults directly supporting teaching and learning in schools, and a form of associate registration might enable their contribution to teaching to be recognised. In the context of the White Paper's proposals, it will be important to assure parents and students that standards of competence and conduct will be upheld, whoever is involved in teaching, and wherever it takes place.
- 1.23 The proposal to enable the Council to explore new forms of provisional registration for teachers is warmly welcomed. The Council is strongly of the view that any procedures established should be non-bureaucratic, streamline current systems and, above all, should not impede recruitment and retention processes. The Council has worked up some preliminary ideas about provisional registration in section five.
- 1.24 Full consultation with ITT service providers along with other interested bodies will, in the Council's view, be especially important in view of this emphasis on streamlining systems. The timing of the introduction of new forms of registration would also require consultation and careful consideration.

Section

2 Continuing Professional Development

SUMMARY

This section concentrates on the central importance to teaching quality and to recruitment and retention of securing an entitlement to professional time and professional development for all teachers. The Council warmly welcomes the Government's commitment to time for continuing professional development (CPD) and comments on those aspects of the White Paper agenda which will impact on the capacity of all teachers to innovate and improve their professional practice and access high quality development opportunities. The Council proposes a national strategy for retention and calls for career diversification opportunities for all.

This section therefore contributes a commentary to Questions 6c, 7, 8, 12, 13 and 14

Continuous and sustainable improvement of teaching and professional development

2.1 The GTC is greatly encouraged by the statements in the White Paper that '*The important thing is that teachers have enough time for professional development so that it actually happens rather than remaining an aspiration*² and that '*We believe that teachers need more explicit time to spend on their own professional development*³. The Council will continue to work with the profession to advise Government on how these statements can be translated into reality for all teachers by making recommendations for developing the CPD strategy, infrastructure and funding at national level.

2.2 Council believes that the CPD strategy represents a unique opportunity to:

- empower teachers to influence change and improvement – their own, that of the school and the wider education system
- secure quality of teaching
- bring teaching in line with the development opportunities afforded by other graduate employment and thus support retention
- advance professional practice informed by the best available evidence

² DfES White Paper, *Schools achieving success*, page 56, 2001

³ *Ibid*

- stimulate innovation and thinking about the future orientation of professional practice and education
 - and to build a confident profession in which teachers' professional judgement and creativity is continuously enhanced and advanced.
- 2.3 The Council has made clear to Government the views expressed by teachers to the GTC, in its first year, that a feeling of disempowerment from initiating and owning the processes of change has led to disenchantment. Council welcomes this recognition in the White Paper:

'This White Paper is about raising standards in partnership with the profession, trusting teachers' informed professional judgement'.

- 2.4 The GTC will continue to work to ensure that the CPD Strategy:
- enhances professional expertise, knowledge and standing
 - is experienced as coherent by the individual teacher and school
 - is based on the best professional knowledge and understanding
 - reaches and advances the quality of teaching of all teachers, including part-time and supply teachers and the quality of learning of every pupil
 - and enables teachers to work within an agreed GTC Professional Learning Framework.
- 2.5 It is Council's view that a genuinely sustainable drive for continuous improvement right across the education system can only retain its momentum if every teacher is entitled to undertake continuous professional development. This is not the case at the moment. Access is still dependent upon circumstance and the culture of particular schools and settings.

GTC work on CPD

- 2.6 Council recognises its own responsibilities for advancing teachers' engagement with and the quality of CPD of the profession within its statutory duty to contribute to improving the standards of teaching in the public interest.
- 2.7 Our Professional Code for Teachers will set out the commitment of the profession to continuous professional learning and the responsibility of the profession for collegial development. The GTC has, as the White Paper acknowledges, begun the development of the Professional Learning Framework for teachers in order to build a consensus of expectations for CPD beyond initial teacher professional education. The Council intends to continue this development so that the parameters and standards of CPD are clear for the whole profession.
- 2.8 A major strand of our current research programme is designed to advance knowledge on effective forms of professional development and to ascertain the needs and aspirations of different groups within the profession to secure teaching quality and retention of

empowered staff. This includes how teachers can best collaborate within and between schools, how schools build and sustain their practice and ethos as professional learning communities.

- 2.9 The GTC will continue to develop CPD guidance and advice for teachers and for those responsible for co-ordinating CPD at school, local and national level. We will examine with the profession our leadership role, as the professional body, in encouraging and advancing professional learning and increasing accomplishment.

Time for professional development

- 2.10 The White Paper focuses squarely on the issue of time for professional development and the GTC welcomes the undertaking to explore further how professional time can be made available. In the interim findings of the PWC study, teachers echo their core concern that there is a lack of professional time to undertake CPD.
- 2.11 This concern has been expressed repeatedly to the GTC and it is one which has influenced a number of proposals from the GTC in its advice to Government on CPD and in its response to the Green Paper. We would wish to see the GTC proposals for a universal allocation of professional time for all early years and primary teachers and for adequate access for secondary colleagues factored into Ministerial consideration of the final PWC recommendations⁴.
- 2.12 The Council is encouraged by the intention to take action on identifying how resources, investment and systems of organising learning can best serve the need to provide professional time for teachers, especially for CPD.
- 2.13 The Council has emphasised that flexibility in the arrangements will be crucial to embrace the diversity of school size and circumstance. Council has been equally clear that these different solutions should produce a baseline of equitable access to professional learning for all teachers – early years, primary and secondary, full time, part-time, supply teachers and centrally employed staff.
- 2.14 Council would like to re-emphasise its position that the orientation of further investment should be toward creating more staff capacity in and between schools for enabling teachers to undertake CPD activity. Our advice⁵ on the Green Paper urged some further exploration of how supernumerary teachers, shared between schools, might sustain the quality of learning and the ethos of the school while colleagues are engaged in professional time, including professional development. In addition, the Council wishes to emphasise the professional support required by supply teachers in undertaking the challenge of maintaining quality, ethos and motivation. The Council wishes to see a greater profile of professional development and support for the professionalism of this cadre of teachers.

⁴ The GTC defines 'professional time' to be that time allocated to those aspects of professional practice which inform and underpin teaching: planning, resource and lesson preparation, target setting assessment (including formative assessment of marking), reflection upon and modification of lessons, policy and curriculum development, collaboration with other colleagues (including teaching assistants, support staff and other professionals), pastoral activity, parental liaison and collaboration, management of off-site activity **as well as** the full range of engagement with professional development (including that of other colleagues and teachers in training or in induction), .

⁵ GTC response to the Green Paper, *Delivering Professionalism in Teaching*, July 2001

- 2.15 The Council itself is beginning to consider the ways in which new configurations of professionals and other adults and new forms of organising learning, embracing the potential of ICT, might simultaneously enhance learning and achievement and provide a means of resourcing the full range of professional practice.
- 2.16 Time to undertake CPD is key to rendering teaching a profession which will attract and retain self-starting highly motivated individuals committed to quality, innovation and continuous improvement. The GTC is ready to undertake further work to advise DfES on the design and development of experimental models, the assessment of their impact and the means for securing an entitlement to CPD throughout the profession.
- 2.17 It is the Council's view that we need to create a virtuous circle through a system in which there are sufficient qualified teachers and other adults contributing to the learning enterprise to enable professional development opportunities to bear comparison with those afforded by other graduate careers

Learning from each other ... learning from evidence

- 2.18 The Council welcomes the value placed, in the White Paper, on supporting collaboration between schools and enabling the generation and cross-fertilisation of knowledge between teachers and schools. The orientation of the CPD Strategy towards this end is welcome and reflects Council's advice that external provision of learning and development occupies a core but single place in the repertoire of professional learning. Council has listened to teachers on this, and is of the view that it is essential to promote structures and funding systems which will enable the cross-fertilisation from and to mainstream and special schools and from and to different phases of education. The Council would welcome an ongoing audit of how these opportunities are experienced by teachers and which groups of teachers are reached by them.
- 2.19 The extent to which the provision of quality CPD is dependent on professional learning networks which extend beyond the school and how individuals, departments, or key stages connect across schools are of significance. Council would wish to see greater emphasis within the CPD Strategy on seedcorn and core funding to bolster the capacity of schools and individuals to connect practice, enquire and innovate together.
- 2.20 The Council believes that there is an urgent need to facilitate a reflective and interpretative capacity for every teacher. The '*lessons to learn from each other approach*' can only build genuine rigour and improvement within the system if teachers are equipped with the tools of critical inquiry, appraisal and interpretation.
- 2.21 There are an increasing number of opportunities for teachers to develop the techniques and tools for critical enquiry and for interpreting and applying the research of others for their own practice. Best practice research scholarships (BPRS) enable an individually directed approach, while the TTA school-based research consortia initiative is revealing the validity and benefits of a partnership approach. The NUT peer-to-peer coaching provides an example of a professional development programme which offers teachers the tools for sustainable development of evidence-informed practice. The National Educational Research Forum (NERF) strategy has indicated the critical importance of building teacher capacity for research activity. The GTC research strategy is designed to enhance teachers' engagement with research.

- 2.22 It is the Council's view that ITT, induction and Early Professional Development (EPD) should all enable teachers to begin to develop evidence-informed practice and to acquire the skills of critical enquiry and reflection and action on practice. DfES may wish to work with the GTC to build a progression programme based around critical inquiry targeted particularly at fourth and fifth year teachers following the end of EPD. Council considers that the importance of critical enquiry into practice to quality of teaching should be acknowledged at this next stage by the opportunity to hone and apply research skills and techniques and interpret and appraise the research literature in a teacher's own context.
- 2.23 This proposal reflects Council's view that both the enhancement of quality and the retention of teachers beyond their first five years will be secured through the provision of opportunities to become increasingly accomplished and to practice both in the classroom and in the wider field of education.

A coherent approach to entitlement to CPD

- 2.24 The GTC has advised Government to make a commitment to providing a core entitlement to professional development to every teacher over the next five years, including part-time and supply teachers. Government needs to enable a high minimum standard for engagement in professional development. The GTC is developing, in partnership with the profession, a Professional Learning Framework, which could provide the standard.
- 2.25 The GTC considers that the development of the DfES CPD Strategy should advance towards a progressive structure of opportunity for all teachers. The establishment of the EPD pilots, following Council's original advice to the Secretary of State in January 2001, has been widely acknowledged as a productive extension to the entitlement to support and access to focused development opportunities which the induction year provides. The GTC is actively engaged in supporting the pilot work and its evaluation and urges the Government to take the earliest action, based on the emerging evidence from the evaluation, to extend this programme to all second and third year teachers.
- 2.26 It is the GTC's view that, in combination, the range of CPD programmes and opportunities should build progressive and seamless access to the full range of professional learning as described in the GTC's Professional Learning Framework. The role of more experienced teachers in supporting (coaching and mentoring) their colleagues through induction and EPD and on into the areas of research, school improvement and policy development activity needs to be built into funding arrangements and hence time allocation, as it has been in the EPD pilots, and acknowledged in the professional standards which describe the different stages and roles in teaching.
- 2.27 The GTC wishes to prepare advice to the Secretary of State on the provision and role of online or e-learning CPD opportunities.

The approach to National Training Initiatives

- 2.28 Council is mindful of the mixed reception that the National Training Initiatives, including National Opportunities Fund (NOF) ICT training, have received in the profession. There are clearly elements which have been valued above others, such as the introduction, within the National Learning Strategy (NLS) and the National Numeracy Strategy (NNS), of the opportunity to observe the high quality demonstration lessons of colleagues. Nevertheless,

the messages from teachers are clear: that such initiatives must not continue to dominate the CPD landscape and that they must be designed and experienced as a framework to support the development of informed professional judgement rather than as prescription.

2.29 Council would wish to see any further development of the NLS and NNS, Key Stage 3 (KS3) Strategy training or subsequent planning for 14-19 training take a measured approach to that which is 'prescribable' and that which is best offered as a framework of principles for local interpretation and elaboration.

2.30 The development of teachers' engagement with ICT and advanced technologies in the classroom now needs to be taken forward in the context of the development of Curriculum Online. Teachers require the opportunity to develop their own supported menu of development of their professional knowledge and practice in this regard such that they are enabled to examine the consequences of the use of ICT for their pedagogy and the way in which pupil's learning is organised.

2.31 There are a number of major policy thrusts in the White Paper intended to improve the quality of teaching, quality of learning, standards of achievement and equality of opportunity and outcome. Council recognises these have implications for the professional development of teachers and the development of new pedagogies and ways of organising learning. The Council will consider these areas and develop work with the initiating agencies and divisions of the DfES and other government departments, in the light of the approach we suggest above. These areas include:

- effective and supported management of pupil behaviour
- building on and spreading professional Special Education Needs (SEN) knowledge and practice of specialist teachers in the context of inclusion
- raising standards of English as an additional language (EAL) and ethnic minority pupils.
- the introduction of new vocational courses/subjects/modules (whether via GCSE or other accredited routes).
- multi-agency collaboration (primary and secondary)
- multi-site provision for work-related learning (14-19) and the shared professional development agenda with colleagues in the FE sector
- teachers who are assigned to assist '*failing schools*'
- cross-school collaboration
- the development of Curriculum Online
- the new Creative Partnerships.

Conclusion

- 2.32 The Council's programme of gathering of teacher testimony reveals consistently that they wish to have the latitude and flexibility built into the infrastructure and funding of CPD to identify local solutions to their CPD and to determine their priorities.
- 2.33 The GTC intends to work with the profession and the policy makers to develop and secure clear CPD standards and an understanding of effective approaches. We see this combination of local determination within clear standards and shared knowledge of effective CPD as a pre-requisite for:
- school improvement
 - innovation of education and evolution for the future of teaching and learning
 - genuine sustainability in raising standards
 - enhancement of the quality of teaching of the whole profession
 - and achieving a cadre of teachers who are inspired to stay and to lead the learning of their community – pupils, colleagues and stakeholders.
- 2.34 It is the Council's view that reinvigorated professionalism will be based on opportunities for teachers to be able to analyse their own practice, learn from that of others and interpret the best available evidence in the reality and complexity of their own context and pupils' needs.
- 2.35 Our emphasis appears to resonate in the White Paper when it states '*We are seeking to emphasise an approach, which trusts teachers' informed professional judgement, and stimulates school-led innovation. We believe this will raise standards further in our schools....*'⁶.

Career progression

- 2.36 The Council has advised Government to explore ways to increase the cross-flow of teachers and professions allied to teaching to enable teachers to work at more than one point in the system if they so choose and to introduce greater flexibility and diversity into the 'career of teaching'.
- 2.37 Council has also supported teachers' views that increasing the viability and possibilities to downscale to part-time, roles with fewer additional responsibilities or supply teaching could support retention. We are therefore encouraged to see that the White Paper sets out that the Government intends to identify good practice in respect of the latter and to encourage heads to organise their staffing in this light.

⁶ DfES White Paper, *Schools achieving success*, page 62, 2001

- 2.38 The GTC would like to be assured that the Government is ready to identify and remove the structural barriers to increasing the opportunities for teachers to be employed by a school but have a role in other institutions such as an HEI, local education authority (LEA) and consultancy services.
- 2.39 New roles have been created in recent years mainly via the literacy and numeracy consultants and Advanced Skills Teachers (AST) route. The introductory sabbatical scheme goes further towards this in that teachers can choose to work on a policy, research or project development initiative on a secondment basis.
- 2.40 More needs to be done to enable teachers to retain their core professional practice of teaching while engaging in the development of the education system as a whole at local, regional and national level. The GTC will pursue this approach and continue to develop advice for Government and others based on the expertise, experience and aspirations within the profession.

Retention

- 2.41 The GTC is concerned to see that there is no coherent set of proposals focused upon retention.
- 2.42 Whilst we acknowledge and encourage the effort on workload and CPD to address attrition the Council is of the view that too little is being done to focus all policies on the extent to which they support or discourage retention. It is to this end that we have proposed a national retention strategy to include the integration of approaches to recruitment, CPD and well-being with those of retention. The GTC has already presented proposals to the DfES for such a National Retention Strategy with a particular focus on measures to support retention and excellence in the first five years of teaching.
- 2.43 The GTC recognises that there is no quick fix to the problem of teacher shortages, but instead outlines a number of proposals, which together will have a positive impact on recruitment and retention.
- 2.44 These include:
- ***Better knowledge about the teaching labour force***
- 2.45 The GTC's responsibility to register all teachers in England will provide for the first time a rich source of data on which to base further study. Much of the existing data on teachers has been collected for other purposes, (for example, the DfES's annual volume of teacher statistics draws heavily on pensions data), and qualitative data is provided from small scale research projects or local surveys.
- 2.46 The GTC in collaboration with the local government association (LGA) has proposed to the DfES a national exit survey for 2002 of those teachers leaving the profession in order to

obtain a comprehensive picture of teachers' career motivations. This will provide an improved evidence base for developing coherent recruitment and retention policies.

2.47 The GTC has proposed an independent audit of expenditure relating to recruitment and retention in order to assess whether expenditure is targeted to greatest effect and to make recommendations about future expenditure.

- ***Taking account of the impact of education policies on retention***

2.48 Too often in recent years, teachers have felt that policies have been imposed without their input and involvement and with little thought as to the additional time needed for their implementation. The PWC interim report suggests that impact on teachers' time of new initiatives is not considered, because the additional teachers' time is somehow looked on as a "free" resource.

2.49 Developing policies in partnership with teachers, by building on their professional skills and judgement is essential to demonstrate trust and to motivate teachers. The White Paper points the way to improved policy development and implementation, with greater autonomy (within the established framework of accountability) for successful schools, a new innovation unit to support schools in developing and spreading new ideas, and the promise to take more specific account of the impact of policy proposals on teacher workload (through, for example the Policy Effects Framework, a new tool to assess the impact of new policies and ensure their most efficient implementation).

2.50 If carried through, these proposals will go some way to restoring professional trust in teachers.

- ***Manageability of and support for teachers' work***

2.51 There are comments elsewhere in this response on the critical need to facilitate the full range of professional practice which supports teaching through the provision of professional time.

2.52 Teachers spend significant amounts of their time, as the PWC interim report shows, in undertaking numerous administrative, technical and other tasks, which could more appropriately be carried out by other adults. The GTC welcomes the increase in non-teaching staff in schools in recent years and the proposed further increase announced by the Government.

2.53 Adults are deployed in schools as classroom assistants, specialist support staff, technicians and learning mentors. Funding and training for some of these staff has, however, been fragmented and grant-led. Coherence in policy development in this area is urgently needed, in order that school leaders can choose the right combination of staff to meet their circumstances, and all staff supporting teaching and learning have access to training and development opportunities appropriate to their roles.

- ***Enhancing professional development and career development opportunities***

2.54 In answer to the question posed by the PWC's study, "*what would teachers like time to do more of?*" the activity receiving the highest response was professional development (23%). There are comments elsewhere which deal with our response to the proposals contained in

the White Paper for CPD. Professional development is primarily about enhancing and updating professional practice, but it is also a means by which effective teachers can be encouraged to continue to teach. However it is worth restating the Council's view that teaching must be able to compete with the opportunities for personal and professional growth and career development offered by other professions and graduate employment in order to attract and retain high quality entrants. Our advice has included:

- Sabbaticals, exchanges and opportunities to lead the professional training and development of others
- An improvement in the two-way flow between teaching and “*professions allied to teaching*”, such as teacher education, inspection and advisory work and examining curriculum and policy development.
- Extending the availability of online professional development opportunities for all teachers.
- Provision of career advice for teachers.
- ***Sustaining excellence in the early years of teaching***

2.55 Given the high wastage levels within the first five years of teaching, a focused and coherent package of support and development for new teachers is essential. Inspection evidence indicates that the quality of new entrants is improving year on year. This high quality initial practice, commitment and professionalism needs to be built upon and the GTC believes that these new entrants need greater exposure to the bigger picture beyond their own classrooms at school, local and national level.

2.56 The GTC is working on a package of support and challenging opportunities that would both grow these individuals and the capacity of the system to retain potential pedagogical and managerial leaders of the future.

- ***Flexible ‘stepping down’ exit routes towards retirement***

2.57 In addition, at or towards the end of a teacher's career, rather than losing professionals through early retirement, the GTC proposes exploring the provision of “*scaling down*” routes, whereby for an experienced teacher, some teaching responsibilities would be combined with related activities that required teacher input such as mentoring trainees and newer colleagues.

- ***Disseminating and building good practice on recruitment and retention***

2.58 The GTC is gathering evidence from the profession and from LEAs that suggests there is considerable innovative practice taking place at local level to both recruit and retain teachers. It is important for the Government to build on this experience and disseminate identified best practice.

Conclusion

- 2.59 The GTC is clear that there needs to be a substantial cultural change to raise the status of the profession in society and to shift prevailing demoralisation within the profession itself. However the GTC is of the view that this will not take place without deep structural changes to the manageability of teaching and the extent to which the profession is capable of offering a diverse set of career opportunities. The proposals in the White Paper will need to be tested against their effects in this respect.
- 2.60 It is equally clear to the Council that the subliminal messages about the status of teachers and their colleagues in support roles are reinforced everyday when many teachers enter an inadequate working environment in which there is no office space, inadequate areas for meetings with other colleagues and poor or no basic support facilities such as computers or phones. As the White Paper states '*Investment in modern facilities is one of the most powerful levers on teacher and pupil motivation*'⁷. The ambition to '*design and create school buildings suitable for a transformed ... education service*' must embrace the transformation of the status of the profession.
- 2.61 An early signal from Government that it strongly values those already in the profession should be made by launching a coherent national retention strategy.

⁷ DfES White Paper, *Schools achieving success*, page 68, 2001

Section

3

Professional Standards

SUMMARY

The Council comments on those aspects of the White Paper which may impact on maintaining consistency and improvement of standards of professional practice and the role of the Council in respect of these, particularly in relation to the diversification of curriculum, settings and roles of teachers and other adults.

The Council proposes that a coherent framework in which standards of teacher knowledge, values and skills for other adults and professionals, contributing to the learning of pupils, clearly articulate with those for qualified teachers.

This section therefore contributes a commentary from the GTC to Questions 4, 5, 6, 7, 8, 10, 11, and 18.

- 3.1 The Council has identified issues in the White Paper proposals for which it feels there are direct and substantial implications for professional standards. These include the capacity of the profession to generate and maintain its own standards of professional practice and values in the context of greater diversification of:
- the curriculum
 - the settings in which education will take place
 - the roles of teachers, other professionals and adults in these settings.
- 3.2 Additionally, the GTC will wish to consider its own role in contributing to guaranteeing standards of teaching in the context of:
- greater numbers of teaching and learning assistants and an enhanced role for them
 - FE and training providers teaching 14-19
 - new standards of Senior Practitioner Status in the Foundation Stage.
- 3.3 The GTC's remit gives it a key role in guaranteeing standards of teaching. The GTC's interest is clearly defined as professional standards of conduct and competence, of entry, of professional and career development and, thus, of different roles and stages.
- 3.4 The creation of the GTC enables the profession to take a greater and more central role in defining and articulating its own standards in the interests of the public. The Council is of the view that through professional determination and ownership of standards of teaching that teachers will be empowered to realise continuous improvement of their standards of

practice and those for pupils. At present the Secretary of State has to consult the GTC over any changes to QTS. The Council recommends extending this requirement to all teaching professional standards.

- 3.5 The GTC is ready to undertake its role in realising the self-regulation of the competence and conduct of the profession in the public interest. Through its regulatory and policy work the Council will monitor and assess the extent to which the current standards of professional practice are appropriate and work with the profession to identify any changes which are needed.

Maintaining professional standards in the context of diversification of teaching roles and school settings

- 3.6 The Council is committed to supporting professional standards and values which are sustainable across all settings within the more diversified school system which the White Paper heralds. The GTC recognises that the current configurations of standards may not adequately describe the professional values, practice, knowledge and skills required within new constituted arrangements for curriculum access, for schools and for teaching roles. The GTC is of the view that in the light of this that the Standards Framework should be kept under review.
- 3.7 The GTC itself will ensure that development work on its Professional Code for Teachers will take into account the implications of the White Paper.
- 3.8 The GTC will continue to advise the Government on coherence between the Professional Code for Teachers and the standards of teaching described in the Standards Framework, as it has done during revision of the entry standards to the profession.

An inclusive framework of professional standards

- 3.9 The White Paper confirms the enhanced role of other adults and professionals in supporting teaching and learning. These adults include further education lecturers and tutors, teaching and learning support assistants, learning mentors, Connexions staff, creative and sports specialists and so on. The Council welcomes the recognition of the multi-layered support which is essential for effective learning and pupil development while upholding the value and effectiveness of a graduate profession.
- 3.10 The Council acknowledges that the revised configuration of adults and new roles around learning also has implications for the ways in which teachers' roles are currently described in professional standards. The Council will also wish to consider how it can discharge its own role in standards in this context.
- 3.11 It is the view of Council that a coherent framework of commonly upheld core professional standards should be developed for all adults involved in supporting learning. Core areas might include the values and ethical dimensions of teaching and supporting learning e.g. relationships toward pupils, other colleagues, parents, an understanding of the ethos of the school and how that is achieved and respect for diversity. Standards for teachers would distinguish them as the learning manager while the standards for other groups would identify the specific skills and knowledge required in that role.

- 3.12 Such a framework will require adequate resourcing and development support. The GTC would urge the development of clear career pathways, some of which may lead to QTS, and a concomitant progressive remuneration structure.
- 3.13 The merit of working towards parity of FENTO's professional standards with those from the further education (FE) sector involved in teaching school age pupils should be considered within the development of such a coherent framework.
- 3.14 The Council will wish, over time, to explore with partners and the profession the merit of working towards a form of associate registration of FE colleagues, teaching assistants and others on the basis of agreed standards.

New legislation and standards

- 3.15 The Race Relations Amendment (RRA) also adds a public duty to promote racial equality. Council wishes to see consideration given to what this duty will mean in terms of the role of each teacher, the extent to which the current standards reflect this duty and how teachers are best supported in delivering this 'public duty'.
- 3.16 The Council notes the White Paper commitment to ensuring that every excluded pupil is in receipt of education in a Pupil Referral Unit (PRU). The Council will wish to concern itself with the standards of professional practice enabled in this context through the provision of CPD opportunities to colleagues working in PRUs.
- 3.17 The White Paper proposes rapid and significant changes in the Early Years sector. The Council welcomes the increased funding, expansion of provision in this sector and support to spread and ratchet up quality.
- 3.18 The Council is of the view that a professionally and fully qualified teacher in every setting remains the priority. Research evidence shows that this is one of the key factors in the effectiveness of provision. There is a large swathe of the private and voluntary sector, which comprises the major part of the provision, which does not have a full-time teacher holding QTS.
- 3.19 The Council welcomes a new career route through to the new Senior Practitioner Status and, for those who so choose, onto QTS. However, the GTC would be concerned were the Senior Practitioner to be viewed as the key figure in the setting and in the management of delivering the Foundation Stage.
- 3.20 The GTC would wish to see a coherent strategy developed which:
- enhances quality and standards of all practitioners
 - enables all children in their early years to be taught by a fully qualified teacher with parity of standards to other phases
 - enables the learning of all children in their early years to be supported by trained and effective practitioners
 - ensures access to continuous professional development for all practitioners

- opens up new career routes, structures and progressive remuneration for all practitioners and access to QTS
- parity of standards of teaching and professional practice across all phases to include access to higher standards of practice such as Threshold, Advanced Skills Teacher Status, Specialist Co-ordination roles and Leadership Qualifications
- equity of entitlement to CPD across all phases.

Section

4 Innovation in Teaching & Learning

SUMMARY

This section sets out the Council's early thinking for innovation and change in matters relating to teaching, learning and curriculum development.

While the White Paper may include some expressions of vision and innovation, especially in relation to how schools might maximise the potential of local partnerships and relationships with one another, the GTC does not feel that this is a White Paper that sets out any exciting or innovative ideas on the future of teaching and learning for the 21st Century. Nevertheless, there are some encouraging hints and expressions that, as schools and teachers continue to raise standards, they will regain the professional responsibility to innovate. The Council will develop future advice based upon the principle that innovation in teaching and learning is not just to be allowed, but to be explored, developed and encouraged, especially in the areas of utilising new technologies and other support staff working alongside teachers.

The Council has identified a number of issues with direct and substantial implications for teaching and learning. Whilst supporting innovation, Council reiterates its view that every government policy should be judged in terms of its impact on retention and each new initiative should be analysed in terms of the genuine concerns of the profession about workload and morale.

A commitment to continued investment in the National Literacy and Numeracy Strategies

- 4.1 Council takes the view that continued emphasis on literacy and numeracy should not be at the expense of other curriculum areas, particularly the creative arts.
- 4.2 In continuing the implementation of the National Literacy and Numeracy Strategies in primary schools the GTC would like approaches adopted that demonstrate trust in the profession's achievements. In order to support the quality of teaching of every teacher and the quality of learning of every pupil there needs to be advancing ownership by the profession of these strategies. Throughout a number of GTC teacher meetings Council Members have heard the view that teachers want greater autonomy to implement the National Literacy and Numeracy Strategies to suit the needs of individual pupils.
- 4.3 Council welcomes Government's stated intention to promote flexible approaches now being adopted for implementing the KS3 Strategies and will continue to seek the views of teachers on how this flexibility might be explored and developed further.

- 4.4 We strongly support the notion that KS3 teachers can learn a great deal from the experiences of teachers at KS2 and that LEA Literacy and Numeracy Consultants should facilitate liaison between school-based colleagues across these phases.

Widening opportunities for children to learn music, play sports and learn a foreign language

- 4.5 Council wholeheartedly welcomes this commitment and looks forward to these statements being translated into reality for all pupils.
- 4.6 The Council is concerned about the issues related to equity where schools cannot recruit specialist music teachers for instrumental tuition or where schools will rely on fee-paying instrumental tuition in order to achieve this aspiration.
- 4.7 Council would welcome a full debate with the profession on the development of a modern creative curriculum to complement the focus on literacy and numeracy. We refer to a conceptualisation of creativity which includes the applied arts but also addresses the capacity of children to innovate and originate ideas.
- 4.8 We are concerned that existing teacher recruitment strategies maybe inadequate to recruit the specialist music and foreign language teachers that will be required to ensure children receive this entitlement.

Establishment of an Academy for Gifted and Talented Youth and a national programme of summer schools for the most able by 2003

- 4.9 Council welcomes this initiative as a contribution to fulfilling the potential of talented and gifted young people. Whilst welcoming these initiatives the experience of many teachers leads to caution that “*hot-housing*” can be a very mixed experience for children, from academic, social and emotional starting points. Council would urge the Government to evaluate the initiative at an early stage.

A new strategy for children with special educational needs

- 4.10 The Council looks forward to informing the details of this strategy in particular with reference to ‘*spreading best practice information, effective teaching strategies and making practical materials widely available*’. We would welcome the opportunity to contribute advice and views on developing the SEN Strategy based on the evidence of the best and most effective practice nationally.
- 4.11 The Council believes this will provide an important opportunity for the profession to advance the nature and quality of inclusion strategies for children with special educational needs. The Council welcomes the proposal that additional funds will be made available to recruit and train support staff to work alongside teachers. Council wishes to highlight the substantial professional development needs of many teachers in respect of the new Disability Rights and Special Needs legislation.
- 4.12 Council is concerned that any SEN strategy should resource both schools and LEAs to provide the essential (on-site and central services) that provide effectively for children's needs and enhance the growing professionalism required of teachers to manage the

inclusion agenda. The GTC would like to see a value-added methodology that fully takes account of SEN pupil progress and enriches the quality of information about school performance.

- 4.13 The GTC is committed to the inclusion agenda and sees SENs as a key priority in achieving this. Adequate resourcing along the lines of the other national strategies for an SEN strategy will secure progress in this area.

Continued financial investment in ICT and in Curriculum Online

- 4.14 The GTC views ICT as one of the most exciting and dramatic changes to the nature of teaching and learning. Thus far there has been little to inspire a vision for the profession as a whole of the possible pedagogies of the future. Curriculum Online, whilst providing a description of the resources that will be made available, will require more challenging ideas to be developed of how teaching strategies could be transformed by ICT.

- 4.15 Teacher commitment to Curriculum Online and new technologies in teaching and learning will be enhanced by good quality ICT CPD, related specifically to areas such as record keeping and analysis of pupil progress and data, as well as to curriculum teaching and learning. Council is aware of the equity issue that many pupils still do not have access to a computer at home. Council will develop further detailed advice in this area.

- 4.16 The teaching profession must be enabled to be at the forefront of ongoing exploration and development of new strategies for teaching and learning. Much needs to be done to make effective use of ICT within existing teaching strategies and the Council has noted many teachers' concerns about the variable quality of NOF training thus far.

- 4.17 The Council welcomes the proposal that additional funds will be made available to recruit trained support staff in ICT to work alongside teachers to enhance the effectiveness of teaching and learning but managing classroom assistants adds to workload. If the recruitment of classroom assistants will mean fewer teachers, this will not be supported by Council.

Ethnic Minority Achievement Grant will also be used to develop training for school leaders to tackle underachievement with minority ethnic children

- 4.18 The Council is of the view that the White Paper disappoints in respect of ethnic minority achievement as little new is put forward.

- 4.19 The Council wishes to be assured that there will be additional funding within Ethnic Minority Funding Grant (EMAG) for the professional development of teachers as well as school leaders. The Council would like to see work developed jointly with National College for School Leadership (NCSL) on encouraging more ethnic minority teachers into school leadership. Our view is that the targets for the recruitment of more ethnic minority teachers should be supported by a strong strategic approach which embraces the retention and progression of these groups within the profession.

Expansion of numbers of Learning Support Units;

4.20 The Council welcomes this proposal but is concerned that learning support units (LSUs) do not become “sin-bins” for children with behavioural needs.

New GCSEs in vocational education for 14-16 year olds and begin a debate to build consensus for a wide ranging academic and vocational 14-19 curriculum with an over-arching award

4.21 The GTC will continuously examine the role we can play as a professional body in advancing knowledge of teaching and learning and supporting the design of a curriculum that will suit the needs of all students in this phase. The Council wishes to raise the issue of how an entitlement to learning within a broad and balanced curriculum will be assured for pupils in the context of the proposed changes.

4.22 The Council requires more information about how it is proposed to ensure that pupils identified for one route will have the opportunity to be reassessed or re-plan their route as they progress and develop. The GTC will be prepared to offer advice to Government on these issues and other aspects of the 14-19 review.

Successful schools will be allowed to opt out of parts of the National Curriculum

4.23 The Council reservedly welcomes this proposal to support schools’ opportunities to show capability in curriculum development. However, there are a number of questions requiring greater clarification. What will be the criteria for defining a “*successful*” school? Additionally, the Council would like further clarification on how an entitlement to learning within a broad and balanced curriculum will be assured for all pupils. If the National Curriculum is indeed an entitlement, what is the rationale for an opt-out?

A new Schools Innovation Unit will be set up to “*actively seek out, develop and disseminate new ideas*”

4.24 The Council looks forward to more detailed information about this proposal. The Council believes that there is an urgent need to facilitate a reflective and interpretative capacity for every school and teacher and wishes to work with DfES to build a programme of research activity involving the work of the Schools Innovation Unit (SIU). This reflects Council’s view that both the enhancement of quality and the retention of teachers will be secured through the provision of innovative opportunities to become for the profession more autonomous and creative within a framework of accountability.

4.25 The Council’s research strategy is designed to enhance teachers’ engagement with research. New professionalism is based on analysing one’s own practice, learning from that of others and interpreting the best available evidence in the reality and complexity of one’s own context and the pupil’s needs. The Council is concerned therefore that the work of any new SIU should be generated, tested and evaluated in partnership with the profession if it is to have any penetration or lasting impact.

4.26 Council will be actively involved in contributing to the work of the SIU, particularly in relation to how imaginative ideas in ICT can be disseminated throughout the profession. However,

the Council would like to see the SIU take the lead in researching issues of teaching and learning so that the profession develops a strong sense of involvement and ownership with the Unit by contributing to and developing its agenda.

Pledge to recruit 10,000 more teachers, 20,000 support staff and 1,000 trained bursars by 2006 to help release school leaders to “concentrate on the quality of teaching and learning”

4.27 Council believes there is significant unexplored potential for reshaping the roles of the teacher and support staff. It is our view that the implications for professional time to fully develop effective teamwork are equally significant. The professional development requirements of a move towards the teacher as “*learning manager*” must be closely and thoroughly examined. That the core values of teaching, which centre around the personal involvement in a young person’s educational development, must not be weakened.

Give successful schools freedom to “re-think the teacher’s role” and “innovate”

4.28 More needs to be done to enable teachers to retain their core professional practice of teaching while engaging and exploring in the development of teaching, learning and curriculum development. New roles have been created in recent years mainly via the literacy and numeracy consultants and ASTs route. The introductory sabbatical scheme goes some way towards this in that teachers can choose to work on a policy, research or project development initiative on a secondment basis.

Beacon Schools

4.29 The Council welcomes initiatives aimed at enabling schools to experiment with different ways of working, and to develop their own areas of expertise. Some exciting and innovative practice has been highlighted through inspection and evaluation of Beacon and other schools with specific designations. It is important to recognise that many of the innovations relate to the availability of additional resources, and all schools should be able to afford to innovate in the interests of teaching and learning.

4.30 The Council is also concerned to ensure that the diversification of schools does not diminish the entitlement for some pupils and the status of some teachers. Some Beacon schools have been exemplary at sharing practice and resources; OFSTED evidence suggests there is a need to ensure that others are as effective as the best.

Section

5

Future Role of the GTC

SUMMARY

The Council welcomes the proposed clarification of its own powers. It also welcomes, in principle, the proposal to extend registration to cover overseas and trainee teachers. This section highlights issues which will need to be addressed in extending registration to these groups.

This section therefore contributes a commentary from the GTC to Paragraphs 7.30 & 7.31

- 5.1 The Council is pleased to note the positive comments made in the White Paper regarding the GTC's role to date and especially that the Government is impressed by its policy advice to which both Council Members and the profession have contributed.
- 5.2 The Council understands from the White Paper that the Government is likely to be sympathetic to a consolidating power for the Council to continue to engage in advocacy activities in support of the profession.
- 5.3 The Council would welcome such a power which would clarify and consolidate the GTC's functions in a helpful way. However, the Council would not wish the grant of such an additional function to be perceived as the GTC seeking to extend its current remit or to seeking to duplicate the work of other partner organisations.
- 5.4 Accordingly the Council would suggest that such a power to promote the profession should be tied into the GTC's existing statutory functions and aims, in particular its duty to act in the public interest, thereby emphasising the Council's separate and distinct role from, for example, that of the trade unions and professional associations. It could assist the Council's commitment to informing its work by consultation with all stakeholders in education, as well as encouraging partnerships between the GTC and other organisations involved in education.
- 5.5 The Council would also wish to suggest that the subject matter for advice referred to in Section 2 of the Act could usefully be extended to include supply, retention to the profession and the status of the profession.
- 5.6 The Teaching and Higher Education Act 1998 provides for the GTC to register teachers with QTS. Other than being barred by the Secretary of State or the Scottish or Welsh GTCs, or having failed induction, there are no other requirements for registration. Similarly there are currently no other forms of registration.

- 5.7 This means that the GTC is obliged to automatically register teachers with QTS. Although an application for registration does allow the Council potentially to take into account criminal convictions via the disciplinary process this does not extend to other matters for example the existence of a prohibition order issued by a professional regulatory body in another country. This is an obvious anomaly, which the Council considers should be addressed.
- 5.8 In some professions “*training registration*” or “*provisional registration*” are used either for those on their way to full registration or those working temporarily on the basis of overseas qualifications. There are often restrictions that surround the scope of the work that can be undertaken by these categories of registered professionals.
- 5.9 The ability to set a consistent standard for entry to the profession, including entry to training for that profession, is an essential aspect of a modern professional regulatory body. It enables the professional body to establish the importance of professionalism from the very first stages of a career.

Provisional registration for trainees

- 5.10 Provisional registration for trainee teachers would help new entrants to appreciate that they are entering a profession as well as pursuing a qualification when they embark on programmes of ITT. The Council’s contribution to the review of Circular 4/98 will provide a framework for trainees to explore professional values and practice during their ITT, and provisional registration will support that preparatory professional activity. It will also allow the Council to simplify the registration process, and to compile a more complete database on patterns of engagement with teaching, which in turn will support research into modes of ITT, supply, retention, and other areas of the GTC’s advisory remit.
- 5.11 The proposal to establish a form of provisional registration for trainees would enable potential applicants to establish whether any criminal conviction that they had had might stand in their way of entering the profession before embarking on a teacher- training course. This would not of course necessarily prevent individuals from completing an ITT course and using it to pursue a career outside teaching.

Provisional registration for overseas teachers

- 5.12 The GTC has received a lot of enquiries this year from overseas teachers seeking information about equivalence of qualifications, routes to QTS, or wanting to register with the GTC.
- 5.13 The Council welcomes the contribution made to the English education system by overseas teachers, but the clear objective is to assure a sufficient supply of qualified teachers so that England does not contribute to supply problems in other countries.
- 5.14 The proposed inclusion in the requirement for provisional registration of overseas-qualified teachers as well as trainees, whilst it does give rise to issues of equal treatment, is also a means of guaranteeing high standards across the whole profession. At present overseas-qualified teachers can teach for up to four years outside of the Council’s regulatory authority. This is likely to appear inconsistent to the public.

Criteria for provisional registration

- 5.15 A crucial element to any new form of registration will be identifying the criteria, which should be applied in determining suitability. The GTC is only in a position at this time to put forward some very preliminary thoughts as to how suitability might operate in practice.
- 5.16 A test of suitability could typically include:
- Academic suitability, (usually assessed through the professional qualification)
 - Medical fitness (but potential disability discrimination issues need to be addressed) and,
 - Character but only in so far as this relates to professional ethics (including criminal offences).
- 5.17 The new QTS standard (revised 4/98), once this is fully operative, will ensure that the Council's Code standards are imported into QTS. Successful completion of QTS would therefore seem to be a sufficient test of evidence of commitment to professional ethics test without the need for further checks. Criminal conviction check could be carried out at the time of entry to training.
- 5.18 The trainee test of suitability at entry for training could comprise academic entry standards relating to suitability for the course and criminal record check relating to suitability to enter the profession, the latter to be carried out either by the education provider or the Council.
- 5.19 In the case of overseas teachers a form of character reference (from the relevant professional body if any, a previous employer if not), may be appropriate to ensure that no professional sanction has been applied in another jurisdiction. In addition a criminal record check would also be appropriate. Any conditions applied to provisional registration must be non-discriminatory and take account of relevant legislation, for example freedom of movement of labour within the EEC.
- 5.20 Further consideration would need to be given in respect of both categories as to the appropriateness of otherwise of medical checks.

Other aspects of provisional registration

- 5.21 Disciplinary provisions could apply to all registered and provisionally registered teachers. However there may be practical difficulties involved in this. For example it is likely that competence would not be appropriate in relation to trainees.
- 5.22 A system of appeal is required in relation to refusal of provisional registration – this could be managed through a committee process using a “*questionable application for registration*” process.
- 5.23 The resource and funding implications of these proposals will need to be fully considered but will depend on the nature and extent of the suitability checks to be undertaken and in particular which body or bodies is to carry out criminal record checks in the future.
- 5.24 The Council hopes to ease the burdens on schools, LEAs and HEIs by taking on responsibility for screening recruits and returners to teaching. The Council will need to work

closely with all concerned to ensure that it develops processes that meet their requirements and do everything possible and practicable to safeguard young people.

5.25 At present the Secretary of State has to consult the GTC over any changes to QTS. There is a strong argument for extending this requirement to all teaching professional standards.