

Personalised Learning

General Teaching Council advice to Government and response to the 2020 Vision report

Introduction

The General Teaching Council for England (GTC) is the independent professional body for teaching. Its main duties are to regulate the teaching profession and to advise the Secretary of State on a range of issues that concern teaching and learning. The Council acts in the public interest to contribute to raising standards of teaching and learning.

Personalised learning has become one of the most debated concepts in education policy in recent years. The Government and its agencies continue to promote a personalised approach. It is increasingly important to ensure that the concept is coherent, universally understood and has a positive impact for all pupils. Following the publication of the Teaching and Learning in 2020 review group's *2020 Vision* for personalised learning, it is timely for the GTC to present this advice on personalising learning in schools.

The GTC has been working with teachers, national partners and researchers to explore personalised learning and develop expertise on this area. In addition to examining relevant research literature, the Council has held seminars with leading academic researchers and key national policy-makers to develop our advice on personalised learning. This advice also draws on the wide experience and expertise of the GTC's Council Members, as well as the Council's work and communications with teachers and school staff.

The key focus of this paper is to:

- a) advise Government on steps to realise the *2020 Vision* as a coherent, meaningful approach for teachers and schools; and
- b) identify the barriers that are preventing schools from truly adopting a personalised approach, and recommend how these can be addressed.

When considering the meaning and spirit of personalised learning, it is useful to recall David Miliband's 2004 definition of personalised learning, in which he described it as covering "*every aspect of teaching...designed around a pupil's needs...*" and not about "*pupils left to their own devices*"¹. He also stated that personalised learning could not be defined in a top down way but that schools needed to find ways of delivering it within their own context and from their own starting point.

The original five key components for the delivery of personalised learning – assessment for learning, engaging teaching and learning strategies, teacher professional development, creative school organisation and partnership beyond the school – were reinforced by the DfES's *Five Year Strategy for Children and Learners* in 2004². However, the Council was concerned by the narrow view of personalisation evident in the 2005 White Paper, *Higher Standards, Better Schools for All*, which focused on “*intensive small group tuition in literacy and numeracy for those falling behind...and extra stretch for the gifted and talented*”³.

The GTC maintains that a broad definition, closer to the original five DfES characteristics of personalised learning, would be the most effective way to engage students and raise standards. The Council considers that personalised learning is likely to be most effective where teachers have competence in a wide portfolio of teaching strategies, and understand the theoretical basis of these in order to be able to use them flexibly, appropriately and creatively to meet the needs of children and young people. Its potential lies in creative classroom practice, with teachers adapting according to context and the needs of pupils.

It is critical that personalised learning benefits all pupils and is not reduced to a form of provision for the gifted and talented and those falling behind. Equally a long term emphasis on teaching and resources targeted at early intervention and prevention for those at risk of underachievement as opposed to remediation of under-attainment is needed.

The GTC welcomes the scope of the *2020 Vision* and broadly supports the recommendations. In particular, the Council welcomes the report's rich and varied interpretation of personalised learning, the focus on innovation and the need to embed assessment for learning and pupil voice. The Council endorses the importance of practice-based learning and development for teachers, which the report emphasises.

However, the Council believes that the *2020 Vision* needs a clearer and more detailed focus on tackling inequalities. It is essential that personalised learning strategies address systemic inequalities in achievement and outcomes that correlate with ethnicity, social class, gender, disability and SEN factors.

It is unfortunate that the remit for the Gilbert Group did not include issues relating to accountability. The frustration of the group in relation to this exclusion is clear from their recommendations on *Summative Assessment and the National Curriculum*. It is difficult to capture a vision of education in 2020 hindered by the constraint that the prime purpose of summative assessment should be (as it is at present) to hold teachers to account. The Council supports the Gilbert group's recommendation for a radical reappraisal of pupil assessment and urges that such a review should ensure that both formative and summative assessment focus on improvements in the learning of individual pupils rather than on teacher accountability.

The Gilbert group understand that the strength of personalised learning lies in bringing together a broad and coherent range of strategies which meet the needs and interests of the child. The GTC, therefore, encourages the Government to retain the integrity of the report's vision.

This paper sets out the policy position of the GTC and advises Government to consider the following four key principles and associated recommendations.

1. Personalising learning is following the needs and interests of the child or young person

- Assessment for learning (AfL) strategies and techniques should be developed and there is a need to build a shared understanding nationally of what assessment for learning entails. AfL should not be seen merely as a set of improved assessment strategies that are a strand of the national strategy implementation across schools.
- Further resources need to be available to support teachers' understanding and use of AfL strategies.
- The effective use of AfL and pupil feedback on teaching and learning should be included in school self-evaluation, accompanied by suitable guidance for schools and teachers.
- Teachers' formative assessment skills should be developed first through initial teacher education and then through continuing professional development (CPD), with more specialist roles in assessment in line with the Chartered Assessor programme and the creation of 'assessment communities' across schools and localities.
- Further resources should be made available to support teachers' understanding and use of pupil voice, with an emphasis on ensuring that the voices of all pupils are heard.
- Teachers need structured supported opportunities to enquire into effective and creative use of new technologies for learning, and to develop their teaching practice accordingly.
- The Government should research the current effects of the digital divide on participation and achievement. It should provide incentives for schools, while remodelling pedagogies and learning opportunities, to assess and ameliorate impact on those children who do not have home access.

2. Alternatives to the systemic barriers affecting the personalisation of learning

- The Government should separate the use of assessment data for supporting pupil learning and for monitoring national standards – greater use should be made of assessment to inform decisions about teaching and learning, with less emphasis on comparative institutional performance measures.
- The Government should shift the balance of schools' accountability away from the centre and towards the community, parents and pupils, enabling improved dialogue with parents and less undue focus on national performance measures.
- The DfES and QCA should enable greater curriculum flexibility across all Key Stages, and provide incentives to schools to use existing flexibilities in the curriculum.

3. Addressing inequalities and meeting the needs of all pupils through personalisation

- The GTC recommends that the Government offer preventative support to those at greatest **risk** of underachievement. This support would be one manifestation of personalised learning and additional to the generality of personalised provision.
- The GTC recommends that the Government support schools in a practical way to implement their duties in respect of equalities legislation and the implications for personalisation. The GTC is brokering a national partnership to pursue this issue, and would ask the Government to take a leadership role in this regard.
- The Council has already recommended that initial teacher training (ITT) programme requirements should enable trainees to gain experience of, and build their expertise in, working with children and young people with a range of special education needs (SEN). The GTC further recommends that staff throughout the system need to have the opportunities to access and develop specialist expertise to meet the specific special needs of children and young people as and when they arise.
- The GTC recommends that the Government's Gifted and Talented policy is reviewed to ensure that it reflects an understanding that abilities are not fixed.

4. Personalised teacher learning driving the personalisation of pupil learning

- The GTC recommends that the Government create an entitlement to resourced access and participation in personalised – i.e. effective, relevant and sustained – continuing professional development for all teachers and staff.

Personalised Learning

General Teaching Council advice to Government and response to the 2020 Vision report

1.0 Personalising learning is following the needs and interests of the child or young person

- 1.1 The core driver for personalising learning will be change to the roles of teachers and learners, to the relationship of learner to learning, of learning to teaching. For the near future, it is in the school and classroom where the greatest difference can be made.
- 1.2 The Council has identified three areas of practice which it believes to be critical to creating this change. These are:
 - a) a developed and widespread understanding of assessment for learning (AfL), identifying in an accurate and timely way the learning, development, attainment and next steps for the child;
 - b) dialogue with pupils which enables children and young people to play an active role in their learning, schooling and education, making their needs and interests known ('pupil voice'); and
 - c) renewed knowledge about and approaches to teaching and learning, especially those that make best use of new technologies.
- 1.3 The GTC believes that the potential benefits of personalisation will be realised through this combination of practices rather than through discrete programmes for each and every child. These three practices provide a basic framework for advancing teaching and learning, allowing due regard to context.
- 1.4 Core to making this work will be the underpinning culture, infrastructures and resources to make professional learning a continuous and embedded reality for teachers. It is professional learning – crafted in the right way – that fully supports teachers' capacity to change their practice and offer creative classrooms where adaptation according to well-identified need is the norm.
- 1.5 The Council therefore welcomes the wide and rich interpretation the *2020 Vision* makes of classroom-based personalised learning, the strong case made in the report for these three practices and its emphasis on embedded teacher learning.

Assessment for learning (AfL)

1.6 AfL is essential as a practice if teachers are to fully know and understand their pupils' learning needs and if children and young people are to develop sustainable self-awareness about how to learn.

1.7 As such the GTC recommends that:

- AfL strategies and techniques should be developed and there is a need to build a shared understanding nationally of what assessment for learning entails⁴. AfL should not be seen merely as a set of improved assessment strategies that are a strand of the national strategy implementation across schools;
- further resources need to be available to support teachers' understanding and use of AfL strategies;
- the effective use of AfL and pupil feedback on teaching and learning should be included in school self-evaluation, accompanied by suitable guidance for schools and teachers;
- teachers' formative assessment skills should be developed first through initial teacher education and then through continuing professional development, with more specialist roles in assessment in line with the Chartered Assessor programme and the creation of 'assessment communities' across schools and localities.

Pupil voice

1.8 Research shows that consulting pupils and involving them in teaching and learning approaches – as well as wider issues affecting the whole school – leads to higher pupil engagement and attainment⁵. The school system would be well served, as would learners' achievement, by widespread encouragement of pupils as active participants in learning, rather than consumers of learning. Strong dialogue with all pupils will be an integral feature of schooling if pupils are to fully engage, participate and thrive.

1.9 The GTC therefore recommends that:

- further resources should be made available to support teachers' understanding and use of pupil voice, with an emphasis on ensuring that the voices of all pupils are heard.

1.10 This view is informed by emerging findings from the *Developing Pedagogies for E-learning Resources* project (PELRS)⁶, funded by the GTC. This finds that an action-research approach in the classroom which explicitly involves pupils in understanding how they learn fosters a greater sense of autonomy and responsibility for learning.

The role of new technologies

1.11 For sustainable and effective innovation to take place, teachers need greater engagement with the learning potential of ICT in education. The potential of ICT in the personalisation agenda is undoubtedly great but so too is the risk of reinforcing or extending the digital divide. New pedagogies need to develop in tandem and in line with new technologies; few teachers currently have the time, knowledge or permission to experiment to make this happen.

1.12 As such the GTC recommends that:

- teachers need structured supported opportunities to enquire into effective and creative use of new technologies for learning, and to develop their teaching practice accordingly;
- the Government should research the current effects of the digital divide on participation and achievement. It should provide incentives for schools, while remodelling pedagogies and learning opportunities, to assess and ameliorate impact on those children who do not have home access.

Learning from the introduction of 'differentiation'

1.13 The introduction of personalised learning can be informed by important lessons from the concept of differentiation. Differentiation can be traced to 1980, when Her Majesty's Inspectorate (HMI) developed a principle of 'entitlement' in education designed to reflect differences in pupils' abilities and characteristics.

1.14 Examples of whole-school, cross-curricular strategies within differentiation involved striking similarities to today's personalised learning, for example: promoting active, experiential and participatory learning; encouraging pupils to internalise their grasp of concepts; using non-directive teaching methods, such as open questions, dialogue and group-work; using oral expression as part of the assessment of achievement.

1.15 Personalised learning can learn two important lessons from the experience of differentiation, the first being the effect of centralised education policies and the second being the need for whole-school reform. The *1988 Education Reform Act* brought in the national curriculum, a universal assessment regime and local management of schools just at the time schools were developing teaching approaches through differentiation. The spirit of differentiation has arguably been overwhelmed by policy reforms in the last 20 years.

1.16 Secondly, an evaluation report⁷ on differentiation found that an approach based on organisational needs was often prioritised over approaches that acted on the diagnosis of pupils' actual learning needs, meaning that differentiation often resulted simply in grouping by ability rather than a tailored curriculum. The authors argued that a systemic and self-evaluative, whole-school approach was required to achieve true differentiation.

- 1.17 The experience of differentiation indicates that the successful introduction of personalised learning may depend not only on the surrounding policy context facing schools – and in particular potential pressures created by national mechanisms such as the assessment and accountability regime – but also on ensuring that personalised learning is based on a rich understanding of pupil learning needs, rather than organisational needs.

2.0 Alternatives to the systemic barriers affecting the personalisation of learning

- 2.1 A national research colloquium on personalised learning run by the GTC identified two main issues affecting teachers' response to personalisation and critically, their creative capacity in the face of learners needs:
- a) the system of national testing, which encourages some teachers to “teach to the test” and narrows teaching methods and content; and
 - b) the extent to which school leaders and middle managers create an ethos of flexibility, cross-curricular working and trust in teachers' skills and creativity.

Assessment fully supporting teaching and learning

- 2.2 It is clear that the education system needs to separate assessment for national monitoring purposes from assessment that supports pupil learning. The current attempt to combine both assessment purposes through end of Key Stage testing is not only detrimental to pupil learning but also unsophisticated and inefficient in monitoring achievement nationally.
- 2.3 As stated in previous advice to Government, the GTC is unswerving in its conviction that the existing assessment regime needs to be changed. Undue emphasis on assessment for national monitoring purposes does not yield assessment data in a way that can provide a continuous basis for structuring pupils' learning. Evidence from teachers shows that the current system too often finds schools focusing on test results and performance tables above the authentic longer-term learning needs of the children and young people they endeavour to serve. It is a concern shared by many that the accountability regime inhibits the capacity of the generality of schools to deliver sustainable personalised learning and limits local influence on schooling.
- 2.4 The *2020 Vision* recognises that national assessment tests are not primarily diagnostic tools to ascertain pupils' learning needs and do not recognise and record adequately the extent to which pupils have developed desired skills and attitudes. The review recommends that the Government commission a group to report on the national curriculum and its assessment “as a matter of priority”. The Council strongly supports the group's recommendation for a review.

2.5 The DfES *Making Good Progress* document proposes twice yearly externally-marked 'progress' tests and targets in addition to the current end of Key Stage attainment tests and threshold targets. As the GTC highlights in its full response to this consultation, this assessment approach would increase the number of tests a pupil must take and the pressures created by performance tables would remain. A preferable system would be the GTC's proposal for a national bank of tests, which teachers could use when pupils are ready, rather than tests that meet the needs of the system. The bank of tests would support teachers' summative assessment and, used in conjunction with assessment for learning, would in the longer term, promote a far closer relationship between formative and summative assessment than exists currently.

A new way to monitor national standards

2.6 The GTC recognises that national monitoring of progress in pupil achievement is a collective good. The Council proposes a system of cohort sampling for this purpose, conducted separately to assessment that supports pupil learning. As existing international studies demonstrate, it is not necessary to test every pupil in the country at each Key Stage to monitor national standards.

2.7 A cohort sampling model would not only enable national assessment to cover a wider range of skills and knowledge – since different samples of students could take different tests – but it would also use fewer resources nationally, remove unnecessary pressure on staff and students and erode the disruptive local comparisons between schools through crude performance tables.

2.8 The GTC recommends that:

- the Government should separate the use of assessment data for monitoring national standards and for supporting pupil learning – greater use should be made of assessment to inform decisions about teaching and learning, with less emphasis on comparative institutional performance measures.

Accountability to parents and pupils

2.9 A more contextualised accountability model is needed whereby schools are given more responsibility to provide enhanced information to parents on individual pupil progress and on school improvement.

2.10 If schools involve parents and pupils effectively in the processes of school self-evaluation, they have a powerful further mechanism for understanding how well the school is targeting need.

2.11 The focus for the system must be on combining quantitative and qualitative pupil level data and using this, in partnership with pupils and parents, to plan the personalised learning of the child or young person. The *2020 Vision* indicates that the analysis and use of data – with a specific focus on

assessment for learning – is an important skill for the school workforce. Staff professional development must therefore meet the challenge of ensuring data is used properly and coherently in schools.

- 2.12 It is clear from work carried out by MORI⁸ and GfK NOP⁹ for the GTC that parents do not place the same overall value on performance tables as the Government. Parents express an overall preference for more tailored and descriptive information on pupil progress and performance with a greater emphasis on verbal feedback. Parents raised questions about the validity of league tables and overall the tables are not the significant factor in parents' views about schools.
- 2.13 These findings are reflected in the *2020 Vision's* recommendations for improved dialogue and communications with parents, which propose more in-depth feedback about pupil progress and the use of a broader range of mechanisms for dialogue with parents. Schools would be better placed to create this level of dialogue under an assessment system that placed more focus on teacher assessment and created less focus on national assessment measures.
- 2.14 The GTC recommends that:
- the Government should shift the balance of schools' accountability away from the centre and towards to the community, parents and pupils, enabling improved dialogue with parents and less undue focus on national performance measures.

National curriculum entitlement and local flexibility

- 2.15 The Council welcomes recent moves by the DfES and QCA to create a more flexible curriculum at Key Stages 3 and 4. Flexibility is needed across **all** key stages.
- 2.16 The GTC believes that there needs to be a balance between a core entitlement at each Key Stage and flexibility for schools to respond to local context and learning needs. Having noted the list of changes and retained elements to the secondary curriculum that the DfES published on 5 February 2007, the Council would encourage the Government not to overly prescribe the statutory areas when establishing the new curriculum. Leeway to deploy contextualised curricula in combination with the core is essential if personalisation is to meet the learner's needs and interests.
- 2.17 Equally rigid or traditional dogmas about subject disciplines may not serve into the future. The capability for young people to cross traditional subject boundaries may need to be built into curriculum delivery and design, not least at 14-19. The ability to work across subjects in collaboration with children and young people is likely to be an increasingly important feature of teaching practice. The capacity, among teachers, to design curricula and, among

school leadership, to uphold an ethos of trust in the disciplined, informed professional judgement of teachers will increase in significance.

2.18 The GTC recommends that:

- the DfES and QCA should enable greater curriculum flexibility across all Key Stages, and provide incentives to schools to use existing flexibilities in the curriculum.

3.0 Addressing inequalities and meeting the needs of all pupils through personalisation.

Personalised learning and the Every Child Matters outcomes

- 3.1 The needs of children and young people as learners are encompassed in the five *Every Child Matters* (ECM) outcomes. However, as the 2006 Education and Skills Select Committee report on special education needs (SEN) highlights “*The Schools White Paper does not make a single reference to (the) five outcomes and continues to focus solely on raising academic attainment as the key priority and presumably the primary measure of success and progress for children*”.¹⁰
- 3.2 In this context, the GTC recommends that each of the outcomes of *Every Child Matters* needs to be considered alongside those for academic achievement so that the value attributed to enjoyment, health, safety, making a positive contribution and economic well-being is clear. The GTC believes that the personalisation of learning cannot reside outside of these outcomes or within just one of them but needs to support the fulfilment of all five. This is the basis for addressing inequalities.

Predictive factors (class, ethnicity, gender, disability and SEN) and personalisation

- 3.3 It is possible that personalised learning could exacerbate differences as pupils and parents with greater resources exploit the new opportunities more than those with fewer physical and social resources.
- 3.4 Recent analysis of research¹¹ argued that to address the clear systemic gap in attainment evident in pupils from different socio-economic groups, the Government should develop programmes to address the disadvantages of pupils from groups of low socio-economic status. This is a deeper preventative agenda than that of remediating on the basis of under-attainment accrued during the passage through the Key Stages. It is important to note that in the GTC’s *2006 Survey of Teachers*¹², social class was identified by teachers as the most important aspect of equality for the GTC to focus on.
- 3.5 The *2020 Vision* recommends that the Government uses the 2007 Comprehensive Spending Review (CSR) to introduce a national and school

level target that there should be no 'stuck' pupils. The Council would query the appropriateness of the term 'stuck' in this context, and would reassert its view that personalised learning is a broad approach for all pupils involving early intervention rather than remediation. While the Council supports additional provision for those at the highest risk of underachievement, it is not clear that this should be solely linked to simple progress measures based on narrow Key Stage 2 and 3 testing. Ring-fencing CSR funding for this purpose would reduce a school's flexibility in determining its own approach to personalised learning and tackling underachievement.

3.6 The GTC recommends that:

- the Government offers preventative support to those at greatest **risk** of underachievement. This support would be one manifestation of personalised learning and additional to the generality of personalised provision.

3.7 Schools need to ensure that their teaching and learning strategies meet the positive equality duties set out in the Race Equality Duty (*Race Relations Act 1976* as amended by the *Race Relations (Amendment) Act 2000 (RR(A)A)*), the Disability Equality Duty (*Disability Discrimination Act 1995 (DDA)* as amended by the *Special Educational Needs and Disability Act 2001*) and from April 2007, the Gender Equality Duty (*Equality Act 2006*).

3.8 The Council will be working with partners in 2007 in order to look at ways in which schools can receive more co-ordinated support from national agencies in implementing their equality duties under the RR(A)A 2000, and will extend this work to consider how schools can be better supported to implement the Disability Equality Duty and the Gender Equality Duty. Not least schools will need to undertake equality impact assessments, and activities relating to the personalisation of learning will be significant in this regard.

3.9 The Council is concerned that there is limited knowledge in schools of the complex undertaking of impact assessment for race, gender and disability. In particular, schools need a strong understanding of differences between the needs of different minority ethnic groups, as well as the range of factors that affect each individual pupil's needs, including but not limited to their ethnicity.

3.10 The GTC recommends that:

- the Government support schools in a practical way to implement their duties in respect of equalities legislation and the implications for personalisation. The GTC is brokering a national partnership to pursue this issue, and would ask the Government to take a leadership role in this regard.

3.11 Crucial to system-wide achievement for all is the distribution of special educational needs expertise beyond centres of excellence or specialist facilities. Within SEN practices and specialist knowledge reside lessons, not

least for the wider profession and for the personalisation of the generality of pupil's learning, but also of course for all those children and young people with special needs who are in mainstream settings.

3.12 The Council has already recommended that:

- ITT programme requirements should enable trainees to gain experience of, and build their expertise in, working with children and young people with a range of SEN. The GTC further recommends that staff throughout the system need to have the opportunities to access and develop specialist expertise to meet the specific special needs of children and young people as and when they arise.

Recognising inequality within the Gifted and Talented policy

3.13 Pupils' abilities, capabilities and capacities develop and change over time and within different contexts.

3.14 'Gifted and talented' is clearly a social as much as a cognitive construct, and the criteria for the selection of children and young people are confused. According to the Excellence in Cities¹³ criteria, students can be chosen on the basis of high ability in academic subjects, sport, music or arts and also abilities in areas such as "advanced social skills and leadership qualities". However, Lord Adonis' July 2006 letter to schools, indicating which of their pupils fall within the top five per cent on the basis of their Key Stage 2 English and maths scores, encourages schools to nominate only this narrower range of pupils for the Gifted and Talented register.

3.15 There are academic gains for those pupils identified as 'gifted and talented' when they are given full-time specialist programmes and given specialist tuition in separate groups within a mixed class. However, the effects on the other pupils in the class and school remain unknown¹⁴, as do the effects of offering such provision to groups otherwise identified.

3.16 According to evidence given by Professor David Gillborn to the DfES, various research studies suggest that when teachers separate students on the basis of assumed 'ability', black students are frequently over-represented in the lower-ranked groups. Gillborn also cites DfES data to demonstrate that white pupils were identified as 'gifted and talented' at more than twice the rate of Black Caribbean children and five times the rate for their Black African peers¹⁵.

3.17 The GTC recommends that:

- the Government's Gifted and Talented policy is reviewed to ensure that it reflects an understanding that abilities are not fixed.

4.0 Personalised teacher learning driving the personalisation of pupil learning

4.1 The GTC warmly welcomes the *2020 Vision's* focus on teacher professional development and its recommendations that skills for personalised learning are included in initial teacher training and professional standards for teachers. The Council believes teachers require improved opportunities to understand and apply the concept of personalised learning in context. The GTC advocates an enquiry-based model for teacher learning. It has initiated the GTC Teacher Learning Academy to stimulate professional development rooted in classrooms and practice and offer teachers development standards to work to, as well as professional recognition for their learning and improvement work.

The link between personalised teacher learning and outcomes for pupils

4.2 Research shows that investing in effective teacher learning and development can and does improve the quality of teaching¹⁶. By improving the quality of their teaching and developing their professional expertise, teachers have an impact on the learning and achievement of children and young people, as well as on their colleagues and peers.

4.3 The GTC believes that teachers' understanding of theories of learning and pedagogy need to be better developed through initial training and continued professional development.

4.4 The Council recognises that a teacher's development must reflect the needs of their school and pupils, and that a teacher's individual needs and interests cannot be considered in isolation from whole-school needs. However, evidence from a series of systematic reviews suggests that teachers' professional development is most effective if teachers are able to 'personalise' their own learning, for example by identifying the particular focus for learning, by working with their peers and by having access to specialist expertise over time¹⁷.

4.5 The Council has recommended in recent advice (January 2007¹⁸) that a statutory duty be placed to realise CPD access and participation. Whilst 2006 performance management regulations legislate for the procedures whereby teachers identify their CPD and learning objectives, there is, as yet, no legislation which secures access to and participation in CPD. The GTC also proposes that the outcomes of teacher professional learning and development are promoted as an essential part of the school self-evaluation process and the Ofsted inspection framework.

4.6 The GTC recommends that:

- the Government create an entitlement to resourced access and participation in personalised – i.e. effective, relevant and sustained – continuing professional development for all teachers and staff.

The GTC Teacher Learning Academy

4.7 The GTC Teacher Learning Academy offers public and professional recognition for teachers' learning, development and improvement work. It supports the concept of personalised teacher learning by offering teachers a way of addressing their CPD goals through its emphasis on individual development in context, interrogating practice with colleagues and evaluating the effects of changes to practice.

4.8 The GTC Teacher Learning Academy has been developed in line with the findings of the first EPPI systematic review¹⁹ commissioned by the GTC with the support of the National Union of Teachers (NUT). It is underpinned by a clear and explicit set of principles that are designed to support teachers to:

- draw on knowledge from research and other colleagues;
- plan, evaluate and spread their own learning;
- draw on expert support from other teachers, advisers or teacher educators; and
- experiment with disciplined creativity and learn as much from what did not work as from what did.

4.9 It aims to stimulate learning experiences for teachers which are effective for them, their pupils, their schools and for the education service. It seeks to support learning communities within and beyond schools that enrich teaching practice and support innovation. The *2020 Vision* recommends that the Government establish a system for innovation in learning and teaching, and the GTC believes that communities such as those inspired by the GTC Teacher Learning Academy are an effective way to truly embed innovation and change.

The school and wider workforce

4.10 The Council is convinced that a wide range of people can contribute effectively to children's personalised learning and other development needs. However, the GTC is concerned to ensure that school workforce remodelling does not mean that children with the greatest need of expert pedagogy get less access to qualified teachers as a consequence of the arrangements for their individual support. It is clear that the teacher has no monopoly of expertise on the needs of some children, for example, children with low-incidence SEN, and that such children have a right to have access to specialist expertise beyond that of the teacher.

- 4.11 In its advice to the Secretary of State on teachers working with support staff in 2002²⁰, the GTC advocated that schools examine their existing skills and expertise across the whole range of teaching and support roles undertaken by staff, and develop a better understanding of the role of professionals from other services. The Council believes that this advice remains critical.
- 4.12 The GTC intends over the forthcoming year to consider the evidence of the impact of school workforce remodelling on standards of teaching and learning, and on other outcomes for children.
- 4.13 The Council is also working with the regulatory bodies for social care, and for nursing and midwifery, on the professional values that underpin effective inter-professional work with children and young people.

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- ¹⁷ These reviews are available on the Evidence for Policy and Practice Information and Coordinating (EPPI) Centre website at <http://eppi.ioe.ac.uk/EPPIWeb/home.aspx?&page=/reel/reviews.htm>
- ¹⁸ General Teaching Council for England (2007), *A personalised approach to CPD*, advice to Government, January 2007
- ¹⁹ See the Evidence for Policy and Practice Information and Coordinating (EPPI) Centre website at <http://eppi.ioe.ac.uk/EPPIWeb/home.aspx?&page=/reel/reviews.htm>
- ²⁰ General Teaching Council for England (2002), *Teaching and learning: the role of other adults*, advice to Government, October 2002