

**A Standard for Teachers’ Professional Development**

**Response to the Call for Evidence**

**Introduction**

This submission is based on the SIoE’s experience of working with a wide range of national, regional and local initiatives for teacher Continuing Professional Development and Learning (CPDL) in partnership with schools, academy chains, Teaching Schools, subject associations and other professional bodies. It also draws on experience of assessing the CPDL element of the 850 + Teaching School applications during the first 4 designation rounds and an extensive consultation focused on Early Career CPDL, undertaken at the request of NCTL, with senior staff in Teaching School Alliances, Academy Chains, Lead Schools for School Direct, Teach First, Appropriate Bodies for NQT, University Departments of Education, NCTL, DfE, the MEP Programme for Wales and with teachers at various stages of their career in Primary, Secondary and Special Schools.

We would be very happy to discuss further any of the issues raised in this submission, have any quotes cited and engage in any further work that results from the review - please contact Sean Cavan, Head of Strategic Business Engagement at the SIoE via [s.cavan@shu.ac.uk](mailto:s.cavan@shu.ac.uk) , 07718 638327.

**Summary of key points**

1. The core message in our submission is that creating a strongly valued CPDL

standard across all stakeholder groups and for all teachers will require considerable

effort and stakeholder consensus to identify its key component elements and, just as importantly, how these elements can best work with each other.

2. The standard should be relevant to teachers working in education at all stages of

their careers, recognising that these needs will vary at different stages, and be

relevant to all providers of CPDL - schools, HEIs and others.

3. In achieving (2) it should also help the system link teachers' professional progression

to the national teachers standards as they move through their careers.

4. It should work in a complementary, rather than competitive, way with other existing

standards and should be curated by a body, which may be the emerging College of

Teaching, so that it can develop in response to major changes in the system and

have strategies for increasing its adoption, reach and influence.

5. It should strongly influence CPDL design, delivery and evaluation so that barriers to

CPDL engagement are addressed, impact evaluation is integrated and systematic,

evidence-based enquiry is embedded as matter of course.

6. It should support teachers and schools in developing their own CPDL strategies and

help inform their decisions as to which CDPL to invest in.

7. It should promote the role, efficacy of, and entitlement to, CPDL to enhance

the public perception of the profession and help address issues of recruitment and

retention - we know from research evidence that it does have the

potential to achieve this.

In this document please read: "department" to include year group / phase or any other sub-grouping structure found in schools and "school" to include Academies, Alternative Provision settings, Free Schools and Independent Schools.

**Q1 Examples of CPDL practice and learning outcomes**

**1.1 Example of CPDL practice**

One strong example of CPDL with robust and measurable impact comes through the use of Masters-accredited offers which embody an emphasis on encouraging and supporting systematic, evidence-based enquiries using both existing methods and those which might be developed in partnership with teachers and their schools.

These have been co-designed and often co-delivered with school-based colleagues to ensure that they are as integrated as possible with the needs of both the participating teachers and of the school/department/year. These key stakeholders include:

* those at senior levels responsible for overall school performance and the schools staffing strategies
* those providing departmental/phase level leadership who manage staff development and work-life balance as well as the achievement of performance improvements within their sphere of influence and
* classroom-based staff who are seeking opportunities to improve their practice and their career progression potential.

This is found in many HEI-Schools partnerships and has been used for a number of years with refinements made to meet the changing demands of foci and the various barriers/constraints to teachers’ participation in CPDL - see section 4 for further information concerning these.

In promoting this type of CPDL HEIs have often addressed their programme information to a dual audience – the teachers who are committing their own time and energy and the school, who are sometime providing financial support, but are also very often providing the context for the teacher to explore their practice and develop new knowledge and ideas. The schools often bring their duty of care though consideration of work life balance into play in advising teachers. This was a common factor in the CPDL aspect of Teaching School designation applications where CPDL was integral to schools’ improvement planning and performance management systems. At SIoE we have made this an explicit link in our accredited CPDL offer as will be seen in our Multi-Output CPDL model in section 1.4 below. This linkage both informs the foci that teachers can use when using their school context to explore and develop new knowledge and a robust mechanism by which their individual professional development can be formally acknowledged.

Examples of impact provided by colleagues who have undertaken this approach include

*My Masters enquiry – undertaken as our TSA was developing its school-led ITE offer – has had a significant impact on our School Direct course. Finding that student teachers need a distinct curriculum, personalised provision and rich opportunities for ‘practical theorising’, the study informed our ITE vision statement, shaping its student-centred emphasis. It underlies the ‘core purpose’ strand of our provision [allowing our student teachers to map and reflect upon their personal development during the course of their time with us and beyond]; it helped us argue for a model of ITE culture constructed upon sustained and substantial working relationships/partnerships between student teachers and their mentors, host teachers and learners – giving them the essential confidence to develop as classroom practitioners that they need at the outset of their professional learning.*

***Andrew Farrell, Tapton School, Sheffield[[1]](#footnote-1)***

In our Centre for Science Education, we provide customised CPDL, in many cases through the Science Learning Network, for science which is tailored to the needs of schools, school clusters and networks. The CPDL is based on action plans developed between the school science subject leader or a network lead and an external consultant tasked with supporting the school, identifying impact being a key consideration in the planning. This CPDL is shown to have high impact on teacher learning and ultimately on pupil outcomes. For example, this quote is taken from a case study of support provided in summer 2015 to a primary school, in which a short CPDL session was provided for all teachers, focussed on engagement of pupils in science and the development of higher order thinking skills:

*The new Science Lead in School is more confident in her ability to lead the subject effectively. The staff as a whole were lacking in confidence to teach practical science and use investigative approaches. As a result of the CPDL and support for planning and resourcing, staff feel more confident and able to deliver engaging, hands-on experiences, improve engagement and progress. Although it’s early days and staff are getting themselves up to speed with the curriculum, pupils are engaged in contextualised and more practical* learning *experiences.*

Some of the key systems-learning outcomes from these types of CPDL offer include:

**1.2 Ensuring that the CPDL provision makes effective and appropriate use of evaluation and effectives impact measures.**

Within schools the capacity to evaluate the impact of CPDL can be limited, a situation exacerbated by other demands on time – and where it does take place, the framework/approach can often be weighted to OFSTED criteria. The notion of an ‘outstanding lesson’ can militate against the risk taking that is needed for development in some cases. We would suggest that the CPDL standard should strongly encourage:

* systematic and rigorous evaluation approaches being explicitly incorporated in the standard to give guidance and set expectations of their being implemented as an integral element in CPDL strategies, frameworks and specific offers
* HEIs working in concert with schools and individual teachers to facilitate and support the use of evaluation methods from their position of neutrality. SIoE are working with Teaching Schools in developing in-school R&D capacities which can be used to support cohesive, evidence-based evaluation of CPD
* teachers being able to extend the boundaries of their practice though taking well-manage risks in ways that are also subject to appropriate ethical considerations.

Those impact measures that are quantitative, for example through mapping CPDL interventions to changes in patterns of student progress measures require:

* thorough consideration of how the CPDL activity and its impact on teachers ( and often indirectly their colleagues) practice can be linked in a robust and evidenced-based fashion to any changes in school data and
* very robust and detailed student progression data systems that facilitate links being made
* the integrated planning of such measurement and evaluation system into the post-CPD input application of learning to practice
* capacity and expertise in achieving the above

Impact measures that are qualitative can include the consideration of how the CPDL has developed the participants' potential to impact on their school students, and their colleagues. This is often in terms of capacity, confidence and capabilities to undertake their professional role, to support and influence the work of other colleagues and to take the lead in departmental, whole-school and system-wide developments. The assessment of such development and learning can come from participants' own self-reflection, which is often informed by from feedback from:

* their peers and their line managers
* informal and formal processes including performance management
* structured dissemination and feedback sessions including reports to school leadership groups, blogs and other social media channels (subject to confidentiality), engagement in existing external fora such as Research Ed, Teach Meets and emerging fora such as the College of Teaching
* the assessment instrument used to gain academic credit or Charted status

**1.3 Linking CPDL to research**

The standard should explicit encourage models which support the CPDL experiences of teachers leading on to further activity. This might be framed as a "Development and Research" model where the *Development* element comes from a structured CPDL offer - which may be sourced either internally and/or externally to the school – which enhances participants’ knowledge, confidence, insights, awareness , etc. This then leads on to them developing new knowledge through further school/system-based *Research* that builds on their focal area of work, through activities such as school improvement projects which they lead.

A key aspect of this thinking is the use of the word ”Research” – the construct above is using it in a way that spans the range of potential activities from those which may be termed “school-based enquiry”, ”school improvement project”, “joint practice development” days, etc. to the more traditional use of the term related to activities such as “Action Research”, RCT or other approaches which have typically been associated more with HEI-based/originated/led work. This diversity in the use of “Research” is itself an issue which the review should consider and provide clear guidance on.

The Teaching School strategy promotes the development of R&D capacity within and between schools, including in partnership with HEIs and other external bodies. A well-structured CPDL programme should actively encourage enquiry though robust methods not only for the benefit of participating individual teachers but in ways which are in the service of building the research capacities of their employing schools and MATS.

**1.4 Personalisation and collaboration**

One of the challenges to developing CPDL offers is the degree to which personalisation of the CPDL experience can be provided without producing a one-to-one model which is often prohibitive in terms of the key resource shortages - time and money. We would recommend that the standard encourage the provision of CPDL offers that identify the common issues which all members of a group ( group to provide cost effectiveness) can learn and share together, whilst providing structured and well-supported (by CPDL leads, by line managers/coaches/mentors in their school, by peers) opportunities to focus on issues specific to themselves).

Such a model needs to address:

* the personal knowledge and experience that the individuals are already bringing to their learning
* the priorities and challenges that they are facing in the here-and-now, often expressed within individual performance management and, departmental and whole-school targets for the current year, either as leaders or as participants
* the overall priorities, challenges, e.g. catchment, budget, staffing levels, quality and availability of external support from Local Authority/MAT/Teaching School, OfSTED grade status, quality of School leadership

The CPDL standard should also encourage and facilitate collaboration. Lesson Study is a particularmodel of CPDL which provides a flexible framework to ensure that teachers’ participation in professional development is collaborative from the outset and firmly focussed on realistic and relevant outcomes for pupils, teachers and schools.

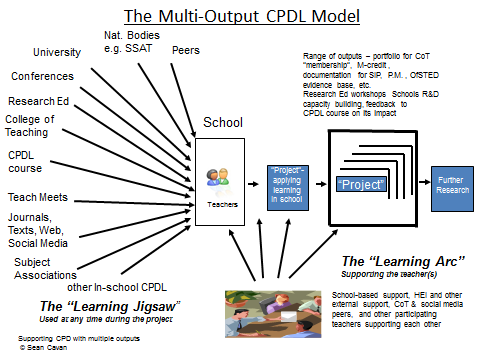
**1.5 Using a multi-output approach to CPDL**

The challenges outlined above, and those included in our response to Question 4, have been addressed through a multi-output model which underpins the CPDL accredited offer at the Sheffield Institute of Education. This is summarised in the diagram and notes below and provide a flexible framework on which to base a variety of accredited offers including linking credit to existing CPDL offers, providing common structures to support the integration and application of CPDL to school-based projects and enhancing peer-to-peer support.

It is a very adaptive and flexible model which has been used for example to link Masters accreditation opportunities to existing training programmes such as those provided by the Youth Sports Trust and as the underpinning model for the national Masters in Teaching and Learning programme. Its multi-output nature means that it can be used without the Masters accreditation element but its inclusion helps to provide a consistent level of self-reflection, evaluation, critical thinking and other key quality aspects of professional work to a level that is nationally recognised.

For the individual teacher it also provides widely-recognised and valued benchmark for the quality of their contribution to the profession. For the employing school it provides a similar benchmark for the investment that they make in their staff in terms of time and/or funding support for the development of their employees. This is an issue of growing importance for individual schools and larger employers such as MATs.

Because of these factors and its grounding in systematic evidenced-based enquiry we would suggest that having core exemplars, such as this model, would help promote understanding of how the standards can be brought to life in real implementations.



The principles and assumptions of the Multi-Output model are that:

* as individuals and/or in small groups they may already be (or are about to) working on school-based activities, projects, initiatives, perhaps initiated by the school improvement plan or by themselves as a result of reflecting on practice.
* teachers access a wide range of resources and knowledge to underpin their “project” work, they do this within practical constraints of time, money, their own starting points in terms of knowledge, professional experience and capacity/confidence to engage in reflective thinking, risk taking and exploratory practice. The key point is that within these constraints, and throughout the project, they build their own picture of knowledge support from the various pieces available – their **“Learning Jigsaw”**
* teachers engage in the project and start to develop a structured portfolio of outcomes while doing this
* they receive support during this journey – their **“Learning Arc**” - from a wide range of colleagues from both within and outside their schools and , as importantly, provide support to others working on similar foci
* teachers may already be in a group formed by them all engaging in a CPDL experience, e.g. a training programme provided in-house by their school / MAT or a programme provided by a third party such as the Youth Sports Trust or a Subject Association. This kind of learning experience would be a major part of their learning jigsaw as well as providing strong opportunities for identifying peers. In these circumstances the model provides a mechanism for linking an accreditation process to the CPDL “course” and also offers an opportunity for one of the outputs to be feedback to the course providers as to the degree to which the CPDL experience contributed to the success of their project work
* where the group of participants has been formed as a result of them all engaging in a specific training programme, the model provides greater opportunities for peer-to-peer support post the training experience, particularly where the teachers are from different schools and/or different departments. It also helps to address the common phenomenon of colleagues engaging in a CPDL experience which creates a raised trajectory of enthusiasm and motivation only for this to decline when they return to school and take up their normal day-to-day role. Providing a structured process for applying learning from the CPDL experience to developmental work in their own school helps to keep that trajectory on an upward path
* their portfolio of evidence-based outcomes can be used for a number of purposes which are of value to a number of stakeholders in different ways. This value in turn can be of great use at early stages of the Learning Arc as it can be used to actively encourage the support and participation of others, particularly school leaders and peers.
* a further development is then their move on to undertake their own school and/or systems-based research activities, equipped with confidence, a track record and awareness of how to make systematic, evidence-based research work in their school(s)

**Q2 Promoting effective CPDL practice**

**2.1 The balance of guidance and supportive challenge**

Viewing the system as a whole, there is a balance of responsibility which lies between teachers, schools and Government for ensuring that appropriate professional development is available, is accessible, is meaningful, has impact and can and is undertaken by teachers. The standard can play a major role in providing a framework which informs the decision making by schools leaders, by individual teachers and by Government in respect of these responsibilities. The recent review by the Teacher Development Trust is a substantial example of valuable criteria to inform the standard, for example how participants' needs are considered, the role of external providers and specialists and how collaboration and peer learning are supported.

The prime responsibility lies with senior school leadership who have both the legitimate authority, and the need, to prioritise the allocation of limited school funding and staff time to CPDL or other activities. Within such CPDL funding / time constraints they need to prioritise which CPDL, from which providers (including in-school), for which teachers, at which time of year, to meet which defined School priorities focussed on their students' needs. Policy (e.g. through the inspection regime) should be used to ensure that schools have appropriate CPDL budgets and CPDL cultures. Essentially this is form of opportunity cost decision, perhaps between different forms of CPDL and, as often, between spending scarce financial and staff time resources on CPDL or some other school priority such as cover for staff positions.

Many schools will already have a system which allows some tracking of engagement in professional learning and an informal monitoring of impact (to include value for money); if the standard doesn’t fit with these systems, then schools may not engage with it. It is also essential to ensure that the standard recognises how schools are taking a strategic approach in identifying their needs and matching these to the wide provision of CPDL that is on offer.

The equal-second responsibility lies with Government and with teachers. With Government to provide adequate funding opportunities for schools to be able to make investments in CPDL and to ensure that inspection and evaluation systems used by Government through agencies such as OfSTED and the emerging role of Regional School Commissioners not only question how schools are developing and retaining their key resource - staff- through CPDL but can also play a role in directing schools (and in the RSC case MATs) to example of outstanding CPDL strategy. The standard would again be effective as a common model to help HMI and RSCs make coherent judgements concerning schools strategies for staff development, progression and retention.

Teachers’ responsibility lies mainly in their contribution of time - where CPDL activity lies outside their already demanding work expectations, and of personal finance – where the individual teacher gains additional professional status, enhanced career progression opportunities or other recognition, for example through gaining academic awards.

The standard can provide a kite-marking of quality role for teachers to inform (along with other factors) their judgements about whether to make the personal time and financial investments that may be required over and above those provided by the school as employer. Ensuring that the standards address the key strands of teachers' professionalism, including professional knowledge, personal attributes and skills and the leadership of earning, in all its respects, will also make this personal mapping more straightforward.

The proposed College of Teaching could play a very significant role in developing the principles by which this tri-partite responsibility is supported and developed through the standard by taking up a neutral position which is acknowledged by all other stakeholders as being informed, mindful of the needs of teachers, schools and school students and aware of the limitations of national funding and other constraints. When established they could also play a significant role in reviewing, enhancing and having ongoing oversight of the CPDL standards, acting essentially as the custodians of the standard in the service of teachers, schools and the system as a whole. They could also provide clear and objective advice to Government regarding the value, impact and ongoing contribution of the standard to the education system.

**2.2 Relationship to other standards**

We would recommend that those elements of the CPDL standard which address teachers' professional achievement are designed to be compatible with other existing standards used to provide similar benchmarks for recognising professional position and authority such as the various Chartered Subject Teacher and the roles of Specialist, Local and National Leaders of Education. Compatibility would help to reduce confusion and any potential sense of competition between the new standard and existing models.

Other standards that may be taken into account when framing those aspects of the standard which are concerned with the development of organisational CPDL strategies, for example at the level of the school, MAT and or Teaching School Alliance, include IIP, the staff development elements of the European Foundation for Quality Management model for organisational development and the NTEN model for the TDT. These offer structured approaches for schools to address their own approaches to integrating CPDL within their wider school improvement strategies.

There may also be value in the development of models of self-evaluation for the CPDL standard, based on existing models such as the NTEN model or similar approaches for schools to self-assess their ITE frameworks, in order to provide a robust external validation of schools’ own internal self-evaluation against the standard. This is an area where HEIs track record in systematic evaluation could be mobilised in tandem with Teaching Schools and the TDT to create an effective system.

2**.3 Promoting the standards**

The promotion of the new CPDL standard can be via many channels but the most significant include Teaching Schools, , HEIs, teacher unions, professional associations and when established the College of Teaching.

The introduction of the standard is a challenge that may be best addressed through using the national and regional Teaching School networks to provide briefings as to their role, structure and application to teacher development. This would also facilitate regional, sub- regional and local contextualisation of their benefits and the local resources to promulgate them as an integral element of Teaching School CPDL strategies. This could use existing networks for dissemination, sharing of good practice in their application and in their impact. The latter would be an important element in promoting their take up beyond the immediate reach of Teaching School Alliances.

**Q3 Improving the provision of CPDL**

The standard could play a significant role in helping schools make judgements:

a) as to the quality of the CPDL provision which they develop themselves. A significant proportion of the applicants for Teaching School designation in the first 4 cohorts cited robust plans for developing their own in-house capabilities for CPDL for their staff which include the means by which they would evaluate its effectiveness, impact and fitness-for-purpose. The TS applications are a rich source of ideas and we would recommend a thematic or other analysis of them should be considered by the review team as part of their evidence base for developing an effective CPDL standard.

b) as to the characteristics and qualities of CPDL offers that they choose to source and/or specify and/or co-construct and co-deliver from external providers , whether these are other schools, TSAs, HEIs, other national bodies and/or private sector well as providing schools.

The standard should also be promoted to, and be used by, organisations - including schools - that are developing CPDL offers for the system to inform their design, delivery and evaluation mechanisms and maximise their alignment with the expectations of schools who have adapted the standard as part of the CPDL selection criteria.

A particularly important aspect of this is the quality of those who both lead and facilitate CPDL which needs to be addressed so that the right person is used at the right time to deliver what is needed. This is not to say that these people should be formally accredited, but rather that schools and CPD-providing organisations should be expected to be able to show the quality of their facilitators, and to provide support and progression routes which allow them to develop their skills and knowledge through working together and reflecting on their own practice. The standards could include a clear progression and recognition scheme for those involved in leading CPDL, to provide an incentive to develop their knowledge and practice in designing, developing and evaluating professional development. Examples of this include the CPDL Capacity Building programme recently developed in partnership with SIoE and local Teaching School Alliances and the Science Teacher Leader programmes offered by SIoE in partnership with the National Science Learning Network.

**Q4 Addressing the barriers to CPDL**

The issues outlined below are rarely independent of each other, often reinforce each other and should be considered in the whole as well as in terms of being individual factors. They should be reflected in the standard as real issues that require pragmatic solutions.

**4.1 Time**

Teachers, particularly during their first 3 years but also when they take up new responsibilities later in their careers, express a consistent concern that time pressures impact on their ability to engage with professional development in all its forms. In SIoE’s evaluation of professional development projects it is invariably mentioned as a constraining factor.  They usually recognise the value of such developmental support and its positive impact on their professional capacities but will tend in the majority of cases to prioritise the needs of their pupils/students over their own development.

In order to act as a counter-balance to these issues, in terms of the individual teachers’ own prioritisation and the legitimisation of the use of their time on CPDL in the eyes of their line mangers and peers, an effective CPDL should be as coincident as possible, in terms of logistics, focal issues, practical support and potential impact, with the diverse priorities faced by its participating teachers, both as individuals within their own schools and collectively in groups undertaking any instance of CPDL programme.

**4.2 Impact of CPDL on student outcomes**

Schools understandably place the short term needs of learners and immediate results ahead of CPDL in some cases. SIoE have experience of CPDL programmes, for example the national Masters in Teaching and Learning programme where supply cover and other costs were funded but teachers still found it difficult to get release from teaching. In secondary schools a prime site for professional learning should be subject teams, but often agendas in departmental meetings are dominated by issues generated from school leaders, often in response to policy changes and/or student outcomes. Frequent changes in curriculum and assessment and the introduction of new priorities, for example the development of a Mastery approach to teaching Maths, also mean teachers have to address these immediate issues and CPDL is not prioritised.

CPDL provision needs to have mechanisms for evidencing its actual and potential impact on participants’ own school students, for example through explicit links to departmental/ year group targets and priorities, whole school improvement plans and action research approaches that can provide strong causal linkages between practice and policy changes enabled through CPDL activities and the outcomes for school students. Also see section 1.2.

**4.3 Financial constraints**

Both schools and potential participants are facing more severe financial constraints, such as the recent N.I. changes, which are limiting their capacity to engage with any externally supported professional development. Many schools are rebalancing their professional development strategies to use a greater proportion of internally (to individual schools, TSAs and/ or MATs) developed and delivered activities, a move that is reinforced by financial considerations. CPDL is also often seen by school leaders as an “opportunity cost” decision which is not just one of “which staff should go on which CPDL activities” but also one of whether to expend ever-reducing school funds in CPDL or any one of many other priorities such as staff cover whose impact measures may be perceived as being more immediately quantifiable on school student outcomes.

There are several ways in which individual teacher’s financial constraints, particularly in the early years of their profession where retention is still a significant problem, could be addressed at a national level, for example through imaginative, but legal, tax regulations related to student loans.

* 1. **Integration and alignment with school-based professional**

**development activities for NQTs and RQTs and the teacher standard**

Most school-based CPDL specifically for NQTs addresses, to varying degrees, support for them in reflecting and improving on their practice in ways which help them evidence meeting the requirements of the Appropriate Body process. Anecdotal evidence and direct experience of many of those consulted suggests that there is still significant variation in the quality, relevance and impact of NQT focussed CPDL organised by schools or on behalf of schools by external agencies.

Ongoing support for the NQT and RQT years is also variable in terms of prioritisation, quantity, availability and explicit linkages to individuals’ performance management. It also does not tend to have the same explicit linkages to Teacher Standard but tends to be focused more by the priorities of the individuals’ own school, department/year group and individual performance management. A potential connection between CPDL and teacher standards is outlined in section 5.3

An effective CPDL framework based on a standard should incorporate the means to support the achievement of greater consistency of professional development support across the school system during the first 3 years of teachers’ careers and increase the proportion of schools that see it as a continuum from recruitment to ITE through to senior levels.

**4.5 The focus on leadership CPDL**

Many CPDL initiatives at national and local level tend towards CPDL that is explicitly linked to career progression through stages of leadership and management within schools, academies and MATS. This emphasis has often been at the cost of recognising the value of promoting and providing well-structured national CPDL frameworks that specifically address the development of learning and teaching as being of equal value to those which focus on leadership.

The model outlined below provides a more balanced approach where learning and teaching are not in the shadow of leadership and management but are part of a broader offer providing equally-valued career paths within an overarching perspective on teacher career progression.

The first 4 stages are clearly associated specifically with identifiable years - NQT etc. - but the triangles themselves are about career progression and status , assumes time passing but not measured in specific year stages but rather the profession of the individual themselves.

Exemplars of roles / CPDL are used to illustrate links to the current situation. The College of Teaching could play a significant role in reaching these objectives.

**Career progression Career progression through**

**through leadership subject/pedagogy/other**

**specialism**

**CEO/Exec Principals Teacher/ Professors/Authors**

**Leadership SENCO**

**Primary PE Specialists**

**Licenced Masters/EdD/PhD**

**Provision SLEs School-led CPD**

|  |  |
| --- | --- |
| **CPD** | **RQT +1** |
| **CPD** | **RQT** |
| **CPD** | **NQT** |
| **ITE** | **Recruit to ITE** |
| **Engage** | **Engaging with schools – visits, volunteering, TAs** |

**Q5 Other issues**

As well as addressing the issues raised in our answer to questions 1 to 4, a widely adopted CPDL standard could also address the following wider issues for teachers, schools and the education system as a whole.

**5.1 Connectivity and portability of CPDL experience:**

The standard could contribute to these issues in several ways.

Schools where the CP offer is informed and framed by a CPDL standard would be more likely to find that connecting their staff to those at other schools who have adapted the standards, for example through multi-school Joint Practice Development (JPD), is more straightforward because of greater degrees of commonality in approaches taken to CPDL.

Given the relatively high mobility of teachers, having a system that encourages degrees of commonality for CPDL would provide a benchmark to support school making more informed judgements as to the quality of CPDL which candidates for posts have experienced, and potentially its impact on the teachers concerned, when seeking to appoint new staff.

One of the current common national benchmarks that underpins the quality and portability of CPDL for teachers is the external examiner system and Quality Assurance Agency benchmark statements for Masters level study provided by HEIs for teachers. This is a robust system and it would be appropriate for HEIs to contribute to the development of the standard through bringing some of the ideas from this national system to the development process.

**5.2 The contribution of the standard to teacher supply and retention**

There is a significantly growing challenge to the system with respect to the supply of highly qualified applicants for ITE and via other forms of recruitment such as returners to teaching and returners to the UK from overseas teaching posts. This is exacerbated by consistent concerns regarding retention. It is clear that there are several contributory factors which do not act in isolation. These include the public perception and valuing of the profession, the challenges of working as a teacher which are often subject to a much higher proportion of negative imagery in the press than the more positive aspects and the association of career progression and financial reward being primarily through leadership and management routes.

An effective, attractive and accessible CPDL offer can play an important role in encouraging potential teachers to consider this profession over other alternatives. If the nascent economic upturn accelerates then this may be become a more significant issue in terms of the careers alternative on offer to final year students and other career changers. Making this a seamless transition that is the “norm”, where, for example, School Direct Lead Schools and Universities are fully engaged with each other to design, develop, deliver – and promote – ongoing CPDL that is well-connected to ITT, will be a key factor in national as well as local recruitment success, particularly where the new supply chain model of School Direct is bringing the employing schools further back into the recruitment-to-course processes and increasing the numbers of students teachers who stay with the school that they trained with.

A wide-spread deployment of a CPDL standard which promulgates a sense of entitlement to CPDL, accessible and meaningful provision and a sense of investment in individual teachers that goes way beyond the ITE and induction year could make an effective contribution to countering these supply problems - for individual schools and for the system as a whole.

**5.3 Models of CPDL that link to ITE and the wider teacher standards**

Another challenge for the CPDL standard is how is they relate to and complement the current national teachers standards. One construct for their relationship is for the CPDL standards to be framed so that they can help map the progress of an individual teacher, post their ITE year, against each of the national standards using a universally accepted metric to give national consistency that is built into the CPDL standard, for measuring such progress. In doing this they could provide a clear mechanism for using the standards in a systematic fashion as teachers progress throughout their career.

This metric may, for example, be based on a judgement as to the degree to which teachers are expected to demonstrate the knowledge, skills and understanding, as expressed in each of the 8 standards, at particular points in their career. These kind of relative measures of the degree to which a professional "competency" is being demonstrated can be found for example in the SSATs Partnership Proposal for the College of Teaching where they are used to illustrate levels of professional engagement. this might be traditionally mapped against roles in the system , e.g. Deputy Head of Department, SLE, etc. but might also be mapped against other system wide measures, for example if the College of Teaching adopts a progressive membership scale. A key issue here is that what is judged to be "good" at for example the end of a teachers' NQT year would not be the same measure used to judge "good" after 6 years teaching. We feel that this is an area worth further thinking and development.

A range rather than a single line is used to represent the breadth and different rate of progression of different individuals in terms of where teachers locate themselves against these measures as their career progresses. This model also accommodates teachers whose encourages, and indeed requires, that they advance further in respect of some of the teacher standards than others. An outline graphical representation of this construct is provided below.

For Standard X

measure SLE / HoD

of

"competency"

relative to A. HoDept

their career

stage, the location

of "good" and

"outstanding would Outstding ITE

progress upwards

as the teachers’

career progressed Good ITE

perhaps over the

6-8 years

ITE NQT RQT RQT+1 RQT+2 RQT+3 RQT+4

years through career

1. used with permission of the teacher [↑](#footnote-ref-1)