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inspire
innovate
impact

Membership and Fellowship of the College of Teaching - the profession's partnership proposal

Our profession. Our standards.

> '*Nobody forgets a good teacher. For each of us, the teachers who inspired us and awakened our enthusiasm, gave us opportunities to express ourselves, allowed us to find unsuspected talents, teachers who cared about us and about the people we might become – these people are imprinted as deeply upon us as if they stood in front of us now.*'
>
> College of Teaching: A Blueprint, February 2014

In answer to the call from the teaching profession, SSAT have been delighted to be one of the leading partners of the Claim Your College coalition which has mobilised the profession, through its proposal, to the next exciting stages in making teaching a profession that is respected and trusted by all those working within, and with it.

This document outlines our proposal – created and refined in partnership with a wide range of teachers, schools and partner organisations – for the standards and process by which teachers become accredited Members and Fellows of the new College of Teaching. Furthermore, it starts to look at the practicalities of how teachers can look to become Chartered Teachers in the years ahead.

This proposal sets out a pathway for our profession which provides recognition for what has already been achieved, direction for future professionalism, and professional development which empowers every teacher to be the best that they can be.

SSAT has over 25 years' experience in supporting and challenging teachers to be the best they can be. We wish to continue to partner with other organisations in this work to ensure teachers have access to the rigorous, practice-based professional development that can drive a self-improving profession.

We welcome your comments on this proposal. Next steps and contact details can be found at the end of the booklet.

Our profession. Our standards.

Sue Williamson

Sue Williamson
Chief Executive

Contents

Background to this proposal

This document should be read in conjunction with the Claim Your College proposal for the new College of Teaching (http://bit.ly/1M2XUWT).

As one of the four founders of the Claim Your College coalition, SSAT have worked hard to ensure that the voice of the teacher and the reality of school life is at the heart of the new College of Teaching.

As part of this work we have brought together teachers, leaders and partners to discuss how best the new college should recognise teachers' existing achievements, and provide professional support to empower every teacher to progress onwards – to be the best teacher that they can be.

This document outlines the outcomes of this work to date, and aims to inform you about how you can get involved, and what might happen next.

This partnership proposal is about how teachers become recognised as Members and then Fellows of the new College of Teaching. It starts to consider how in the years ahead teachers might progress towards becoming Chartered Teachers. Crucially, it brings together a huge range of partners and expertise to ensure that the hard work of teachers who have already gained qualifications, accreditations, roles, experiences and contributions to the profession is respected, valued and at the heart of this process.

Therefore, the proposed model is simple.

The SSAT Lead Practitioner Accreditation, endorsed by thousands of teachers, sits at the centre of this proposal. The existing framework, process, quality assurance, peer mentoring and accredited programme forms the foundations upon which this partnership proposal is built. Having consulted widely with teachers, leaders and expert panels, we have refined aspects of the Lead Practitioner framework in order to incorporate College of Teaching specific elements – such as ethics, values and pedagogical knowledge.

Then, mapped and aligned to the framework (www.ssatuk.co.uk/lp) are the huge range of ways in which teachers are already accrediting expertise. These include individual qualifications, school-wide accreditations, roles and experiences, and contributions to the profession such as providing training, workshops, articles or consultancy support.

It is vital that the solution for the standards and process for Membership and Fellowship for the College of Teaching are presented as a unified partnership proposal, and that a solution is based on combining the best of what already exists together with the thinking of the new trustees and works in our shared profession, rather than the creation of something new.

Therefore, and critically, the mapping of the huge range of existing mechanisms for recognising great teaching (as seen in the diagram below) is vital, and has already begun, giving the best possible preparation for the Founding Trustees of the College of Teaching, who will be the group who determine how the College proceeds.

This proposal has at its heart the ethos of the College of Teaching - that we become a unified profession, speaking with one voice.
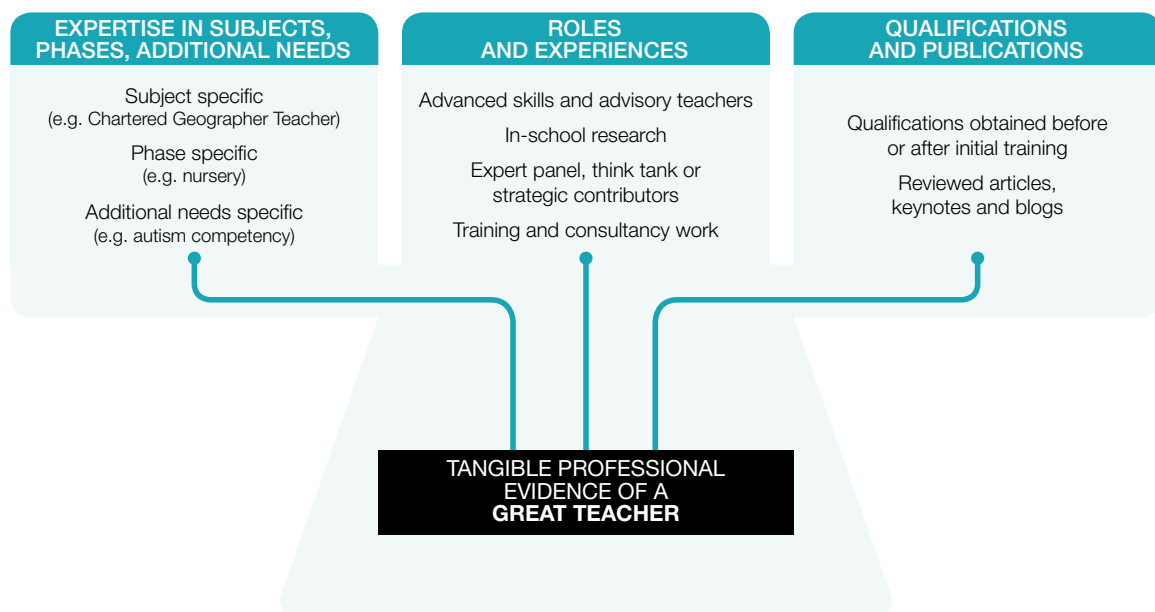
EXPERTISE IN SUBJECTS, PHASES, ADDITIONAL NEEDS	ROLES AND EXPERIENCES	QUALIFICATIONS AND PUBLICATIONS
Subject specific (e.g. Chartered Geographer Teacher)	Advanced skills and advisory teachers	Qualifications obtained before or after initial training
Phase specific (e.g. nursery)	In-school research	Reviewed articles, keynotes and blogs
Additional needs specific (e.g. autism competency)	Expert panel, think tank or strategic contributors	
	Training and consultancy work	

TANGIBLE PROFESSIONAL EVIDENCE OF A **GREAT TEACHER**

What is the SSAT Lead Practitioner programme?

SSAT Lead Practitioner Accreditation has been written by the profession, for the profession. It builds on the professional capital accumulated by an £8 million investment in the SSAT Lead Practitioner programme, which originated in 2002. The LP programme was developed by school-based practitioners working with universities and key leaders in education, and has been successfully used by thousands of teaching practitioners. It has been refined over a number of years and used as the basis for a number of professional programmes, including the Global Learning Programme (www.globaldimension.org.uk/glp).

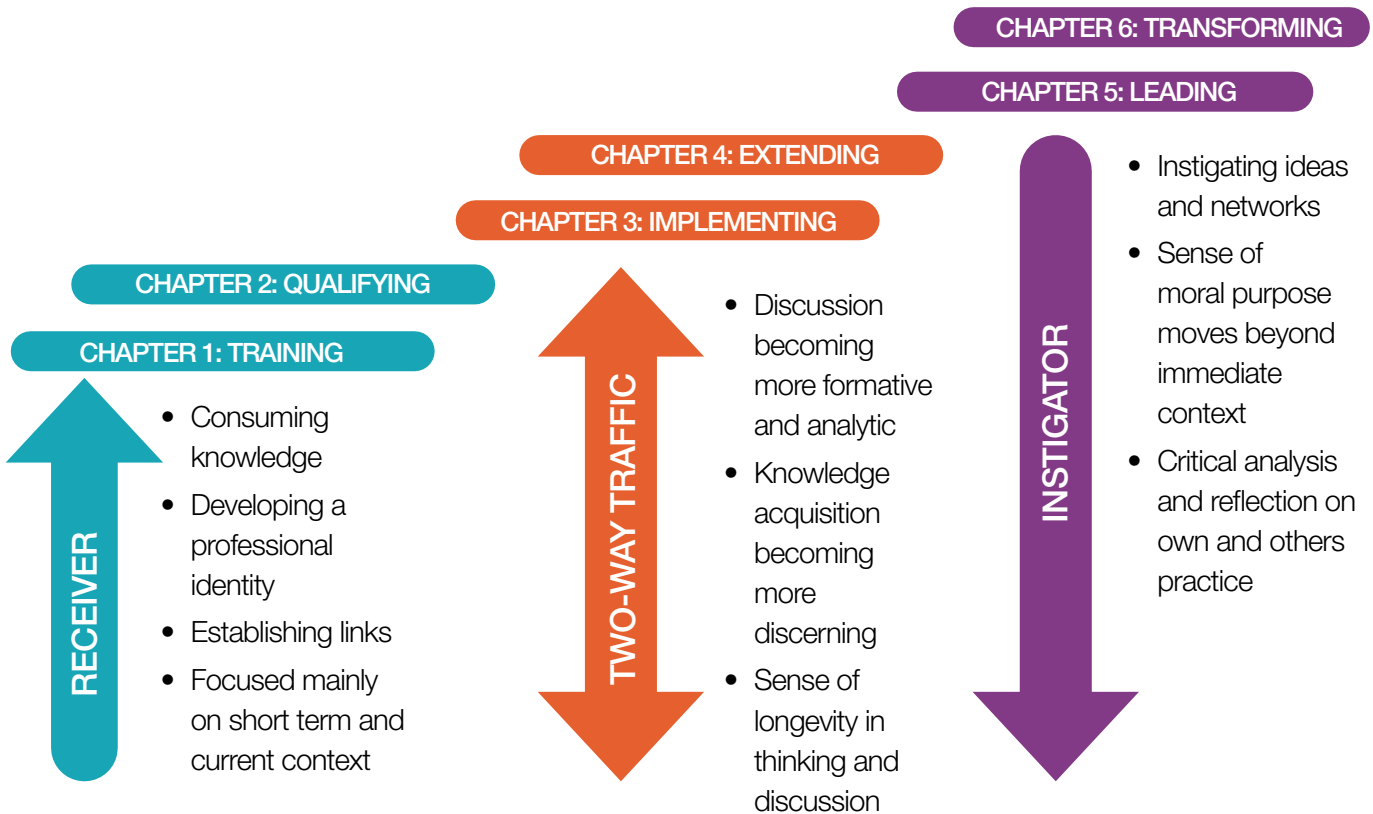## The SSAT Lead Practitioner framework provides a way to:

- define great teaching
- diagnose areas of success and improvement
- build teaching capability
- recognise achievement through benchmarking against professional standards
- review professional development needs, in preparation for an appraisal or review
- prepare for accreditation
- identify strengths in preparation for job applications or promotions
- build a case for development in a specific area
- structure learning about, and within, the profession
- develop specialist expertise, and a mastery of specific areas
- building in-school research capacity.
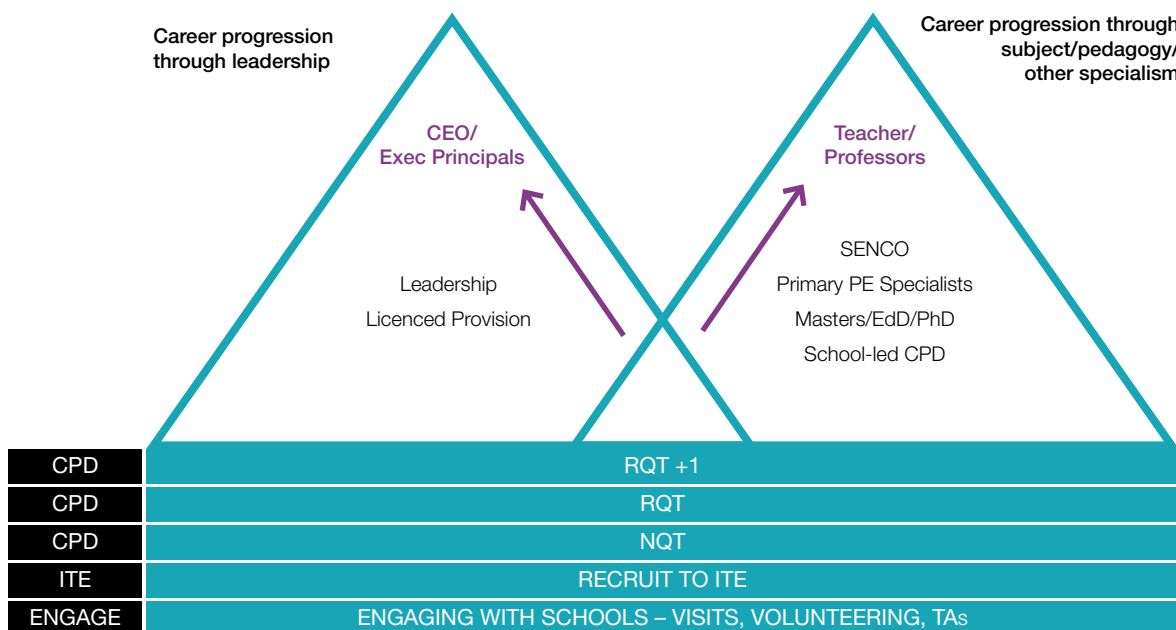
The partnership proposal

What follows is an introduction to:

- the proposed criteria (standards) for the College of Teaching
- the proposed progression through which all teachers can aspire to become full Members, Fellows and later Chartered Teachers
- the proposed process for managing accreditation.

The life story of a teacher

CHAPTER 6: TRANSFORMING

CHAPTER 5: LEADING

CHAPTER 4: EXTENDING

CHAPTER 3: IMPLEMENTING

CHAPTER 2: QUALIFYING

CHAPTER 1: TRAINING

RECEIVER

- Consuming knowledge
- Developing a professional identity
- Establishing links
- Focused mainly on short term and current context

TWO-WAY TRAFFIC

- Discussion becoming more formative and analytic
- Knowledge acquisition becoming more discerning
- Sense of longevity in thinking and discussion

INSTIGATOR

- Instigating ideas and networks
- Sense of moral purpose moves beyond immediate context
- Critical analysis and reflection on own and others practice

We believe that the teaching profession provides each of us with the opportunity to shape our own professional and personal journey. This partnership proposal sees this as 'the life story of a teacher' – each stage being a new chapter full of professional learning opportunities, but also opportunities for the individual to contribute to the wider profession – through the College of Teaching. Broadly, the chapters of this story can be seen through the diagram below. The proposal and criteria that follow use the principles from each of these chapters to articulate what this means in practice for the individual teacher, and how then the Membership and Fellowship of the College of Teaching can support teachers in both the chapters themselves, as well as working with teachers on the next chapters of their own personal story.

Career progression through leadership

Career progression through subject/pedagogy/ other specialism

CEO/ Exec Principals

Teacher/ Professors

Leadership
Licenced Provision

SENCO
Primary PE Specialists
Masters/EdD/PhD
School-led CPD

CPD	RQT +1
CPD	RQT
CPD	NQT
ITE	RECRUIT TO ITE
ENGAGE	ENGAGING WITH SCHOOLS – VISITS, VOLUNTEERING, TAs

Credit: Sean Cavan, Head of Strategic Business Engagement, Sheffield Hallam University
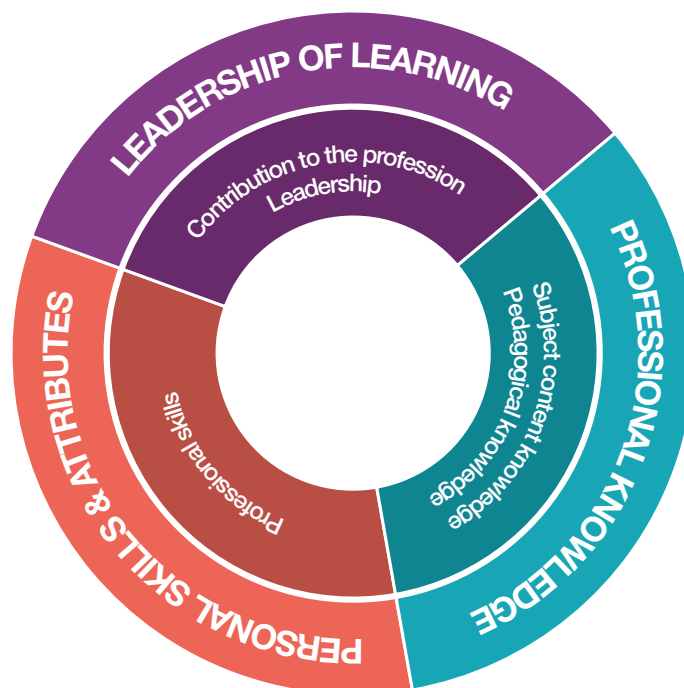
Our profession's own standards
The 3 areas of our profession

The framework has 10 strands within it - each strand belongs to one of these Professional Areas.

These areas are:

1. **Professional Knowledge** - which includes pedagogical knowledge, specialist (eg; subject) knowledge, and the acquisition and transferral of knowledge

2. **Personal attributes and skills** - which includes communication, consensus, resilience and sustainability

3. **Leadership of Learning** - which includes coaching, networking, contributions to the wider community and profession, and leadership of teaching.

PROFESSIONAL KNOWLEDGE		**PERSONAL SKILLS & ATTRIBUTES**	**LEADERSHIP OF LEARNING**	
Subject content knowledge: *'I know my subject(s) and it's their developments, the curriculum I teach and the relevant specifications well, and this enables me to teach the content to my students effectively.'*	Pedagogical knowledge: *'I know how students learn and understand how this should affect the way that I teach.'*	Professional skills: *'I am able to plan and deliver a lesson and manage a classroom. I apply appropriate content and pedagogical knowledge to improve student outcomes.'*	Contribution to the profession: *'I am willing and able to support my colleagues in their learning and I share what I have learned with others in the profession.'*	Leadership: *'Inside my classroom, across my subject area, my school and beyond, I am able to foster and manage an environment that makes teachers more effective and improves student learning.'*

Within each strand there are some implicit assumptions that include;

- **the building of professional capital** - each criteria encouraging contributions to the individual self, to the local community (within and beyond the individual's school or organisation), to the wider profession, and also to the community as a whole - the latter part being important for both the requirements of Chartered status, but also for the moral purpose that drives both the profession and the College of Teaching.

- **the building of professional resilience** - recognising that whilst the work of teaching is one driven by moral purpose, it operates within a highly changeable and political landscape which requires adaptability, resilience, planning and working for sustainability and care for peers across the profession.

Within each strand there are 4 levels which reflect progression within the strand. It is likely that those just embarking upon their teaching career will be working within Level 1 (known as the Beginning stage), and that as teachers begin to develop and embed their practice they will move through Levels 2 and 3 accordingly. Chartered Teachers, and Fellows are likely to be working consistently at Level 3 (known as Embedding), and Level 4 (known as Transforming and Leading), which reflects their skills and role in leading the wider teaching profession forwards and expanding their spheres of influence.

The pages that follow show these strands in more detail.

Bringing a World-Class perspective to our College of Teaching standards

Both in England and around the world there are many established sets of standards for Teachers. Some of these standards are the professional standards by which teachers are accredited or permitted to teach - for example our own current DfE Teacher Standards, set most recently in 2011:

(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283566/Teachers_standard_information.pdf)

An often cited example of world class excellence in relation to standards by which teachers are accredited or permitted to teach are those from Australia - the 'Australian Professional Standards for Teachers'

(http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list?d=1).

It is important to note two key factors when considering how other the best practice from other sets of teacher standards have been incorporated into this proposal;

1. The standards for the College of Teaching Membership are intended to reflect the overarching skills, knowledge and attributes of teachers, rather than specific classroom-level detail. This is important, because within both DfE Teachers' Standards and in the internationally acclaimed equivalents, the focus is both on classroom delivery and practice as well as the wider teaching profession. Whilst over time the role of the College of Teaching may well become to accredit and permit teachers to practice, this is not the intention during its launch phase, and until such an administrative and regulatory role is transferred to the College, this should not become the driving purpose of its member's standards.

2. The standards for the College of Teaching Membership are intended to be applicable to any professional who would describe their professional role as a 'Teacher'. Much debate has taken place during the evolution towards the founding of the College of Teaching, about who should be permitted to become a member and the varying states of membership that may then be inferred in different individuals. Due to the changing nature of legal and policy requirements as well as the structural and governance changes being seen in England in teaching at this time, it is not helpful to weave specific solutions to this debate into the standards themselves. Therefore, this proposal sets out a two-part solution - that the standards are applicable to any professional who carries out 'teaching', but that the accreditation process determines what kind of relationship an individual then has with the College - whether through an Associate role, Full Membership, Fellowship or Partner for example. These criteria form a much clearer, more flexible and more transparent way for different professionals to engage appropriately with the work of the College of Teaching, and are easier to change and evolve over time.

Mapping of Significant Professional Standards for Teachers

For transparency, the most significant standards that are currently being used either within England or Internationally with acclaim, have been mapped to the proposal's criteria below. For each criteria, the relevant related standard is noted, and the links above enable the reader to see the full descriptor of that relevant standard and how thus how it is either explicitly or implicitly woven into the fabric of the criteria in this proposal.

These are annotated as;

APST = Australian Professional Teaching Standards

DfE TS = Department of Education Teaching Standards

Mapping of existing Chartered Status available to Teachers

There are a number of distinct types of teacher who are already able to become Chartered Teachers within a specific specialist area. These are; Chartered Geographer Teacher, Chartered Science Teacher, Chartered Mathematics Teacher, Chartered London Teacher and the Chartered English Teacher. The requirements for these Chartered Status have also been mapped into this proposal and are annotated as;

CG = Chartered Geographer Teacher

CS = Chartered Science Teacher

CM = Chartered Mathematics Teacher

CE = Charterd English Teacher

CL = Chartered London Teacher

Detail and Terminology

There are many instances within the criteria that follow where specific words are used to articulate particular sets of understanding. At this stage of this proposal, rather than create an 'etymological knot' whereby no word can be used because of its associated baggage, there are some assumptions that have been applied. For example, the significance of 'pedagogical knowledge' and 'subject content knowledge' as two separate but overlapping areas of expertise. Critically, 'subject' can represent many specific areas of expertise, and so rather than demarcate these within the framework, or risk duplicating what expert bodies already have in place, this framework instead signposts to partners who lead on the full range of areas of expertise – including subjects, phases, SEND and teaching contexts for example.

The strands are shown on the following pages with four levels for each strand. Within each criteria there are two aspects of practice expected of applicants. The first relates to their own professional development (shown as 'SELF'), and the second relates to their contribution to the wider profession – first through their immediate community and team, and later to the teaching profession beyond their own existing networks (shown as 'COMMUNITY' and then 'PROFESSION' accordingly).

Professional area 1: Professional knowledge
(Subject/Specialist Knowledge, Pedagogical Knowledge, and Knowledge Transferral)

1.1 USING EVIDENCE TO IMPROVE SPECIALIST KNOWLEDGE AND PEDAGOGY (E.G. SUBJECT, PHASE, NEED, CONTENT SPECIFIC)			
Level 1 (Beginning)	Level 2 (Developing)	Level 3 (Embedding)	Level 4 (Transforming & Leading)
1.1.1 SELF: Demonstrate an understanding of specialist subject content and knowledge, subject specific pedagogy and identified areas for self improvement in order to enhance learning experiences for students. COMMUNITY: Engage in professional discussion about specific areas of specialist knowledge with colleagues.	**1.1.2** SELF: Engage with aspects of evidence in order to develop specialist knowledge and subject pedagogy. Apply this to in order to strengthen learning opportunities. COMMUNITY: Open up professional dialogue about the impact of analysing and applying evidence to practice with immediate team.	**1.1.3** SELF: Engage with a range of evidence to develop specialist knowledge and mastery. Exhibit innovative practice in specialist area. COMMUNITY: Facilitate the sharing of the experience of using evidence to improve professional learning within and outside of immediate team.	**1.1.4** SELF: Engage critically with a wide range of evidence in order to develop specialist knowledge and mastery. PROFESSION: Share learning regionally or nationally, as an advocate of the specialist area.

APST 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds.

APST 1.4 Strategies for teaching specific minority groups (and APST 2.4 Understand and respect minority groups to promote reconciliation of history, culture and language).

APST 1.6 Strategies to support full participation of students with disability.

APST 2.1 Content and teaching strategies of the teaching area.

APST 2.2 Content selection and organisation.

APST 2.3 Curriculum, assessment and reporting.

APST 2.5 Literacy and Numeracy strategies.

APST 2.6 Information and Communication Technology.

DfE TS 3 Demonstrate good subject and curriculum knowledge.

CL3 Inclusive practices.

CL6 Subject or Phase specialism.

CL7 Knowledge and experience that pupils bring into school.

CL10 Inform pupils' learning through local community, culture and sub-culture.

CL11 Widen pupils' understanding of their contribution to society.

CG5aii Professional practice - subject knowledge and pedagogy.

CS1a Professional knowledge and understanding - curricula.

CM Pedagogy - 3 - Extensive knowledge of qualifications and specifications.

CM Mathematics - Knowledge and understanding.

CE - Professional Knowledge and understanding.

1.2 USING EVIDENCE TO IMPROVE LEARNING EXPERIENCES (PEDAGOGICAL KNOWLEDGE AND IMPLEMENTATION)

Level 1 (Beginning)	Level 2 (Developing)	Level 3 (Embedding)	Level 4 (Transforming & Leading)
1.2.1 SELF: Show awareness of a range of approaches to learning including digital and how students learn most effectively. Including diverse cultural, linguistic, religious and socioeconomic influences, and vulnerable or minority groups, special educational needs or disability and behaviour COMMUNITY: Engage in professional discussion about learning with colleagues.	**1.2.2** SELF: Use a range of approaches to learning, taking account of how students learn most effectively. Demonstrate understanding of the role of concepts, substance, structure and sequence within effective learning journeys. Show the role of data, formative and summative assessment COMMUNITY: Open up professional dialogue about the impact of different approaches to learning with immediate team.	**1.2.3** SELF: Have an understanding of how children and young people and adults learn; demonstrating knowledge of pedagogical perspectives. COMMUNITY: Lead professional learning experiences outside immediate team by articulating and demonstrating a range of perspectives and approaches.	**1.2.4** SELF: Have an in-depth understanding of how children and young people, adults and peer professionals learn; demonstrating knowledge of pedagogical perspectives in theory and application. PROFESSION: Share this learning regionally or nationally, as an advocate of developing the profession's knowledge and application of pedagogy.

APST 1.1 Physical, Social and Intellectual Development and Characteristics of Students.

APST 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities.

APST 3.3 Use teaching strategies.

APST 3.4 Select and use resources.

APST 4.1 Support student participation.

APST 4.2 Manage classroom activities.

APST 4.3 Manage challenging behaviour.

APST 4.5 Use ICT safely, responsibly, and ethically.

APST 4.4 Maintain student safety.

DfE TS 4 Plan and teach well structured lessons.

DfE TS 5 Adapt teaching to respond to the strengths and needs of all pupils.

DfE TS 7 Manage behaviour effectively to ensure a good and safe learning environment.

CL1 Classroom environment.

CL2 Teaching and Learning Strategies.

CS1b Professional knowledge and understanding - teaching, learning and assessment.

CS1c Professional knowledge and understanding - knowledge of students and influences on them.

CS2 Professional practice (a - planning coherent programmes, b - engaging students, c - developing students confidence and ability).

CM Pedagogy - 1 - Extensive knowledge of teaching strategies, 5 - teaching skills.

CM Pedagogy - 4 - Learning sequences.

CE - Professional Practice.

1.3 TRANSLATING THROUGH RESEARCH, SPECIALIST EXPERTISE, KNOWLEDGE AND PEDAGOGY TO PRACTICE AND TO THE PROFESSION

Level 1 (Beginning)	Level 2 (Developing)	Level 3 (Embedding)	Level 4 (Transforming & Leading)
1.3.1	**1.3.2**	**1.3.3**	**1.3.4**
SELF: Reflect on practice and enact new approaches. Develop resources for the purpose of meeting identified needs including formative assessment. COMMUNITY: Engage in professional discussion with colleagues about how targeting specific needs has impacted practice.	SELF: Reflect critically on practice and extend this through alternative, evidence-based approaches. COMMUNITY: Open up professional dialogue with immediate team about how critical reflection and use of evidence has impacted on practice.	SELF: Consistently apply critical reflection to practice, developing ideas from understanding related evidence, and apply these appropriately. COMMUNITY: Facilitate the sharing, within and outside of immediate team, about how the application of critical reflection and critical use of evidence has impacted practice both short and longer term.	SELF: Through critical analysis of a range of specialist and pedagogical evidence, identify and apply concepts in order to improve learning experiences for peers as well as children and young people. PROFESSION: Facilitate the transferral of expertise across the wider profession (regionally or nationally) of larger scale or longitudinal critical analysis and uses of evidence to improve learning - ensuring that the focus is on the resultant impact.

APST 1.2 Understand how students learn.

APST 3.6 Evaluate and improve teaching programs.

APST 5.1 Assess student learning.
APST 5.2 Provide feedback to students on their learning.
APST 5.3 Make consistent and comparable judgements.
APST 5.4 Interpret student data.
APST 5.5 Report on student achievement.

DfE TS 2 Promote good progress and outcomes by pupils.
DfE TS 6 Make accurate and productive use of assessment.

CG5ai Professional knowledge and understanding.

CS3a Professional attributes - refining teaching to improve learning.

CM Pedagogy - 2 - Extensive knowledge of assessment.

Professional area 2: Personal skills & attributes
(Communicating, Consensus, Resilience and Sustainability)

2.1 COMMUNICATING AND PRESENTING BOTH THE CLASSROOM AND THE TEACHING PROFESSION

Level 1 (Beginning)	Level 2 (Developing)	Level 3 (Embedding)	Level 4 (Transforming & Leading)
2.1.1 SELF: Demonstrate professional practice in the classroom and with other colleagues, exploring verbal and non verbal, written and digital channels.	**2.1.2** SELF: Using a range of methods and formats, apply communication and presentation expertise within the classroom, and the wider profession, to support student and professional learning. COMMUNITY: Engage in professional dialogue about the impact of exchanging practice.	**2.1.3** SELF: Plan and facilitate ways of sharing practice within and beyond immediate teams and networks. COMMUNITY: Embed professional discussion about the impact of this work in the planning and delivery.	**2.1.4** SELF: Plan and facilitate ways of sharing practice – using a range of spoken, written and online channels, within and beyond known networks and communities of practice. PROFESSION: Evidence the impact of this work on both the professionals involved and the learning communities with which they work.

APST 3.5 Use effective classroom communication.

CG5aiii Professional attributes - contributing to the wider professional community.

CM - Experience - contribute significantly.

CM - Experience - promoting collaboration.

2.2 BUILDING SHARED CONSENSUS AMONGST TEACHING COLLEAGUES AND THE SCHOOL COMMUNITY

Level 1 (Beginning)	Level 2 (Developing)	Level 3 (Embedding)	Level 4 (Transforming & Leading)
2.2.1 SELF: Demonstrate the ability to engage productively in professional dialogue with others about shared issues – as both a contributor and listener. COMMUNITY: Facilitate ways of continuing this work with colleagues parents and other community stakeholders.	**2.2.2** SELF: Facilitate a group of professionals in engaging in professional dialogue in order to reach a shared consensus. COMMUNITY: Show a leading role in prompting the group to plan next steps that take account of the collective views, needs and priorities.	**2.2.3** SELF: Enable a range of professionals to engage in professional debate – taking a facilitative role in ensuring that all perspectives are recognised and drawn into a shared outcome. COMMUNITY: Show the impact on both professionals and their learning communities of the debate outcomes, and the professional relationships that have been developed as part of it.	**2.2.4** SELF: Bring together a contrasting range of professionals to tackle a shared issue where there are known controversies or difficulties, and where an outcome is known to be required. Empower and motivate peer professionals to ensure equity in consensus. PROFESSION: Show the impact on the wider profession of this work, and also for the professionals involved and their learning communities. Ensure that models of achieving this are shared in order to coach others to lead the same approaches.

CS3b Professional attributes - working collegially.

CS3c Professional attributes - contributing and taking responsibility for leading the teaching of others.

2.3 DEVELOPING CHALLENGE, INNOVATION AND RESILIENCE WITHIN TEACHING PRACTICE

Level 1 (Beginning)	Level 2 (Developing)	Level 3 (Embedding)	Level 4 (Transforming & Learning)
2.3.1	**2.3.2**	**2.3.3**	**2.3.4**
SELF: Demonstrate an understanding of the challenges that those working in the teaching profession face, both emotionally, physically and professionally. Ensure compliance with current national policy, and organisational requirements. COMMUNITY: Open dialogue with peer professionals about approaches to managing these challenges.	SELF: Identify and implement a new approach or innovative concept to address known professional challenges. COMMUNITY: Lead dialogue with peer professionals about the impact of these approaches on building resilience and tackling challenges.	SELF: Identify professional challenges, and demonstrate how change can be managed positively and productively; drawing on resilience, innovation, creativity, research, data and other forms of evidence. COMMUNITY: Show how managing self impacts upon both peer professionals as well as each other's learning communities.	SELF: Demonstrate how leading change, including innovation, in the context of an understanding of peers levels of resilience, has had an impact upon both the professionals as well as their learning communities. PROFESSION: Lead regional and national change in a measured and knowledgeable way that shows impact on learning, but also sustains professional confidence.

APST 7.1 Meet professional ethics and responsibilities.

APST 7.2 Comply with legislative, administrative and organisational requirements.

CL12 Conflicting community and cultural values.

2.4 CONSISTENT AND SUSTAINABLE PROFESSIONAL LEARNING

Level 1 (Beginning)	Level 2 (Developing)	Level 3 (Embedding)	Level 4 (Transforming & Leading)
2.4.1	**2.4.2**	**2.4.3**	**2.4.4**
SELF: Identify personal goals to improve knowledge, skills and understanding, and clear plans for how these will be developed. Ensure that research and evaluation of own and peers practice as part of professional learning. COMMUNITY: Engage in dialogue with professional colleagues in order to share learning goals and experiences.	SELF: Continue to set and achieve goals for extending professional learning which share an intention to excel in relevant areas of teaching practice. Embed the research and evaluation of own and peers practice as part of professional learning. COMMUNITY: Sustain consistent professional dialogue with others tackling the either the same, similar or different professional learning challenges.	SELF: Sustain a consistent approach to setting and achieving goals for extending professional learning which provide increasing challenge. COMMUNITY: Sustain consistent professional dialogue with others leading the same professional learning challenges. Demonstrate an understanding of adult learning when instigating, providing or supporting the learning of other professionals.	SELF: Demonstrate a deep-seated drive for excellence through critical reflection on, and in, action. PROFESSION: Demonstrate how this drive has impacted upon both learning communities and professional networks regionally and nationally.

APST 3.1 Establish challenging learning goals.

APST 3.2 Plan, structure and sequence learning programs.

APST 6.1 Identify and plan professional learning needs.

APST 6.2 Engage in professional learning and improve practice.

APST 6.3 Engage with colleagues and improve practice.

APST 6.4 Apply professional learning and improve student learning.

DfE TS 1 Set High Expectations which inspire, motivate and challenge pupils.

Professional area 3: Leading Learning (Coaching, Vision and Networking)

3.1 LEADING THE PROFESSION THROUGH COACHING

Level 1 (Beginning)	Level 2 (Developing)	Level 3 (Embedding)	Level 4 (Transforming & Leading)
3.1.1 SELF: Identify how and why peers and leaders use coaching and mentoring skills to enable learning in other professionals. Begin to seek out and utilise coaching and mentoring from peers - either formally or informally. COMMUNITY: Experiment with approaches to encouraging others, both learners and peer professionals.	**3.1.2** SELF: Identify the impact of being coached by a peer or leader, on both teaching practice and professional understanding. COMMUNITY: Utilise coaching approaches which evidence has shown create a positive impact on professional learning.	**3.1.3** SELF: Embed coaching into professional practice, either through planning for sustainability or through identifying accurately where, when and from whom coaching will support improved practice. COMMUNITY: Based on evidence-based approaches – seen either directly or otherwise – support peers through coaching, and identify the impact on the peer and their practice.	**3.1.4** SELF: Receive and reciprocate coaching practice with a range of peers in order to support collective professional growth. PROFESSION: Undertake critical analysis of coaching practices in order to lead groups of professionals either locally, regionally or nationally, in developing their understanding and use of coaching approaches.

CM - Experience - coaching and mentoring.

3.2 LEADING THE PROFESSION, UNDERPINNED BY MORAL PURPOSE, ETHICS AND VALUES

Level 1 (Beginning)	Level 2 (Developing)	Level 3 (Embedding)	Level 4 (Transforming & Leading)
3.2.1 SELF: Identify and explore the role of moral purpose in those who are in leadership roles, and articulate an understanding of how this is seen through practice. Be clear about the role of values in both learning and teaching, and what the impact of this is COMMUNITY: Open professional dialogue with peers about the role of vision and its impact on practice – both for learners and professionals ensuring student well-being and safety as well as learning.	**3.2.2** SELF: Articulate a moral purpose that underpins teaching, and show how it draws upon direct experiences from peers and from evidence. COMMUNITY: Sustain professional dialogue about this vision, refining and developing it, and analyse the impact on practice that changes start to make.	**3.2.3** SELF: Embed evidence of moral purpose into practice, and begin to think about how this relates to the wider teaching community and profession, refining and developing appropriately. COMMUNITY: Sustain and extend professional dialogue about the vision and the impact of it being a focus area for professional reflection.	**3.2.4** SELF: Drawing on a deep moral purpose that has been considered, refined and developed, translate this into practice through regional and national work which has a clear impact on communities of learners and professionals. PROFESSION: Clearly identify, critically analyse and then articulate the impact of a vision-led approach for extending the profession's capital.

APST 3.7 Engage parents/carers in the educative process.

APST 7.3 Engage with the parents/carers.

DfE TS 8 Fulfil wider professional responsibilities (lower levels).
DfE TS Part Two: Personal and Professional Conduct (lower levels).

CL8 Contribute to extending opportunities for pupils.

3.3 LEADING THE PROFESSION THROUGH NETWORKING			
Level 1 (Beginning)	Level 2 (Developing)	Level 3 (Embedding)	Level 4 (Transforming & Leading)
3.3.1 SELF: Pro-actively plan time to connect with colleagues using small and known networks (e.g. peer colleagues, online groups, local networks). COMMUNITY: Start to contribute ideas and questions in order to prompt group dialogue – leading decentralised approaches to collaboration.	**3.3.2** SELF: Sustain a range of networks – both in person and online, with a clear view of how each helps target areas of professional need, instigating disciplined collaboration. COMMUNITY: Begin to explore new networks which specifically meet professional needs so that the networking is goal focused – ensuring that there is a reasonable balance of receiving and reciprocating.	**3.3.3** SELF: Embed the use of local, regional and national networks in practice, including both in person and online, by making explicit links to priority areas through joint practice development and distributing collaboration. COMMUNITY: Through this joint practice, ensure that reflective thinking, planned actions and the critical analysis of them, and the findings, are shared either formally or informally with an appropriate audience, ensuring transferability across contexts.	**3.3.4** SELF: Establish, lead and sustain networks both within and outside immediate organisation, and regionally or nationally. Demonstrate the impact of these networks on learners and professionals. PROFESSION: Ensure that the networks are accessible to a wide range of teaching professionals through different communication approaches, and that the focus of the networks is on shared and joint professional development.

APST 7.4 Engage with professional teaching networks and broader communities.

CL 4 Progress partnerships
CL9 Promote and apply shared professional learning.

Proposed routes to professional accreditation and progression

AFFILIATE - All teachers, and those actively undertaking teacher training

Professional qualifications	Professional employment	Process	Assessment criteria
To be working towards a recognised teaching qualification, degree in education or other recognised accreditation of teaching.	Registration or employment with either a teacher training body or a teaching organisation.	Register with CoT online	Using the CoT membership framework, begin to build up supporting statements and evidence online with a view to becoming a member.

ASSOCIATE MEMBER - Teachers who are developing professional expertise

Professional qualifications	Professional employment	Process	Assessment criteria
To have a recognised degree in or related to, education, OR a recognised degree which is not in education AS WELL AS a teaching qualification or accreditation.	Current employment in a teaching or role related to teaching.	Register with CoT online, and then self-assess, with supporting evidence, against the CoT membership framework.	To submit an application to become an associate member of the CoT, individuals must evidence: *All 10 criteria should be at least Level 1 *At least 6 of these should be Level 2.

FULL MEMBER - Teachers who have demonstrated expertise in teaching within and across their organisation

Professional qualifications	Professional employment	Process	Assessment criteria
To have a recognised degree in or related to, education, OR a recognised degree which is not in education AS WELL AS a teaching qualification or accreditation.	Current employment in a teaching or role related to teaching.	Register with CoT online, and then self-assess, with supporting evidence, against the CoT membership framework.	To submit an application to become a full member of the CoT, individuals must evidence: *All 10 criteria should be at least Level 2 *At least 4 of these criteria should be at least Level 3, and at least 2 of these criteria should be Level 4.

CHARTERED TEACHER - Exceptional members who have sustained and consistent expertise of teaching

Professional qualifications	Professional employment	Process	Assessment criteria
To have a recognised degree in or related to, education, OR a recognised degree which is not in education AS WELL AS a teaching qualification or accreditation. There is an expectation in line with other Chartered Status professionals that a Chartered Teacher would hold a postgraduate qualification.	Evidence of a sequence of successful roles either in, or relating to, teaching. For a teacher to become a Chartered Teacher there is no minimum or maximum time required within the profession in recognition of different rates of learning and also the experiences that teachers coming from other professions bring. However, evidence of a sequence of roles, and evidence of the criteria are likely to come from teachers with at least 5 years teaching practice.	Register with CoT online, and then either: 1) self-assess, with supporting evidence, against the CoT Membership framework, or 2) identify exemption reason (see below), and submit Chartered Teacher request. There are specific expectations in line with other chartered statuses, which explicitly include adhering to the College of Teaching Code of Conduct.	To submit an application to become a Chartered Teacher, individuals must evidence: *All 10 criteria should be at least Level 3, and at least 6 of these criteria should be Level 4. Importantly, to be consistent with other chartered professions, the evidence will show personal critique, appropriate use of evidence and impact evaluation. A chartered professional is expected to show benefit to the public, rather than benefit to the practitioner themselves.

FELLOW - Exceptional members who have made significant contributions to the profession

Professional qualifications	Professional employment	Process	Assessment criteria
To have a recognised degree in or related to, education, OR a recognised degree which is not in education AS WELL AS a teaching qualification or accreditation. There is an expectation in line with other professional bodies with Fellowship status that a Fellow would also hold a postgraduate qualification.	Evidence of a sequence of successful roles either in, or relating to, teaching including significant experience contributing to the growth of the teaching profession; either through a senior teaching role, coaching/mentoring or other similar teacher development role.	Register with CoT online, and then either: 1) self-assess, with supporting evidence, against the CoT Membership framework, or 2) identify exemption reason (see below), and submit fellowship request.	To submit an application to become a Fellow of the CoT, individuals must evidence: *All 10 criteria should be at least Level 2 *At least 7 of these criteria should be at least Level 3, and at least 7 of these criteria should be Level 4.

Professional accreditation process

The existing and successful professional accreditation process exists online using the criteria outlined on pages 6-8, with all resources also being available in hard copy. This accreditation has an existing robust quality assurance process in place.

There are three stages to the existing process:

1. Self-assessment

2. Submission of supporting statements and evidence

3. Peer accreditation.

Additionally, there is a post-accreditation development step within this process, such that all accredited professionals continue to be supported with their ongoing development. This process reflects the intentions and requirements as laid out in the Claim Your College coalition College of Teaching proposal (March 2014).

Self-assessment
The accreditation process begins with an online self-assessment, which has been designed to be taken multiple times as part of a professional learning journey. Anyone who has registered with the College of Teaching (e.g. Associates) would be able to do this, so that they are clear about where their professional progression strengths and needs are, and how these can be supported. A print-out defining suggested next steps is available which can form a professional dialogue with a coach or mentor in school. Further supporting materials are available on the website in the form of Word documents, exemplar submissions and films.

Submission of supporting statements and evidence
As part of the self-assessment towards professional accreditation, practitioners are asked to submit both a supporting statement and evidence of impact for each strand. Both of these are carried out online.

Evidence provided must be robust, clearly showing the applicant's role and impact of their work.

The online process enables all applicants to submit evidence as narrative, sound, audio or film, classroom resource, scan/image, audio transcript or link to another portfolio.

The supporting statement qualifies the self-assessed level which the practitioner has submitted, and looks at the why, what, how and what happened as a result of the work carried out. This could be a research project or an area of innovation/practice to be developed within and beyond the school. Evidence is then uploaded which shows the impact of the work as well as the description. This submission is required for all 10 assessment criteria.

Once the applicant has completed their submission, they are required to have it authenticated by a peer – usually their headteacher – in order to triangulate the robustness and detail of what has been provided. Many schools have used this as part of their performance management cycle, but this is not an expectation or requirement.

Significantly, through this proposed model, teachers will be able to easily draw in evidence and experiences from existing work.

The next section of this document provides examples of the mapping already underway across subject areas, areas of teaching expertise, experiences and roles, which means that:

1) If a teacher has led a whole-school quality mark or accreditation, they are guided through how to use that portfolio of evidence to support this College of Teaching application.

2) Where a teacher has already put together a portfolio for a particular role or experience (e.g. secondment, SLE, advisory teaching) that portfolio can easily be used as part of this application.

Importantly, as every teacher will be provided with 'next steps' for their professional journey as part of this accreditation process, they will receive signposting to partners and organisations who can support them in their area of interest or expertise – connecting subject associations, SEND specialist organisations and research partners amongst many others.

Peer accreditation

Once a practitioner has completed their self-assessment and uploaded their supporting statements and evidence online, they are eligible to proceed to the peer accreditation stage of the process.

Peer accreditation is undertaken by moderators. These moderators are teachers and Lead Practitioners who have been robustly trained and have been through the accreditation process themselves. Importantly for the College of Teaching, this national network of trained, respected and trusted professional peers is already in place, so the rate of growth outlined in the College of Teaching proposal can be supported from the outset.

Moderators access a moderation site which allows them to review the submissions online. Moderation takes place within a specific time frame, and moderators are permitted to request additional information from practitioners. Applicants then have ten days to choose to upload that additional information or evidence.

The system is designed to support and ensure colleagues are constantly being developed along the way.

There is also a quality assurance site where currently 20% of moderations are reviewed. This enables moderators to receive feedback on their assessment and accreditation skills and process fulfilment. A moderator can also flag an application for the attention of the chief moderator if they are unsure whether it fulfils criteria.

SSAT administrates this process and leads two submission gateways a year. Applicants can keep their application live and upload evidence over a period of time so that this is both a formative and summative process.

Post-accreditation development

Once the application is completed, a Statement of Achievement is generated and printed. This is sent to successful applicants, in recognition of their newly-accredited status. Accredited teachers then receive their certificate, and additional information (both online and hard copy) to support their development needs – signposting them to the support and opportunities available through the College of Teaching and professional partners.

Sustaining Member, Fellow or Chartered Teacher status

Accreditation lasts for three years, and is valid as long as the applicant has paid their subscription fee to the College of Teaching, and is adhering to the College's Code of Conduct. The status is peer reviewed at each three-year point, with the applicant asked to provide updates reflecting recent examples of practice. It is expected that applicants would maintain a professional development record throughout their professional journey, thus making this process a simple update rather than a comprehensive undertaking.

In line with expectations from other professional bodies offering Chartered Status, Membership and Fellowship programmes, there is an expectation that the updates would reflect a professional development record with a minimum amount of CPD time - with some internally (eg; INSET days, mentoring NQTs, resource development), and some externally (eg; conferences or workshops, writing articles, producing resources, leading discussions or attending training).

The expectations for ongoing professional development link with the wider role of the College of Teaching in a teacher CPD entitlement.

Academic accreditation

The existing SSAT Lead Practitioner model comes with the option to have Masters' level accreditation, and this is expected to continue as part of this partnership proposal, bringing applicants an additional academic accreditation or qualification route.

Case study from a Lead Practitioner

What the portfolio looks like
Using the e-portfolio system, I found that I was able to upload evidence for the assessment very easily. I could go at my own pace, and the categories made me think hard about my work and about the areas in which I should try and develop further experience. My headteacher was very supportive throughout the process, which was essential, and colleagues inside and outside the school also helped me to consider what was and was not appropriate evidence. The assessment was really focused on impact and taught me how to be a lot more analytical and self-critical about what I was doing.

How the assessment is done and by whom
Once my portfolio had been evaluated, I was invited to a big event with other prospective LPs. Hearing about what they were doing was really engaging, and entering into professional dialogue with other applicants who were self-evidently excellent practitioners was humbling. I still remember and use some of the ideas from the practitioners I saw then.

Impact on subsequent practice
This was phenomenal. Not only did the LP experience put me in touch with a huge network of like-minded colleagues focused on teaching and learning, it also helped me to develop in terms of outreach. I was immediately encouraged to run an event or conference, and SSAT gave wonderful support for this. They encouraged me to devise similar outreach for local schools beyond this remit. I was given the opportunity, as an LP and then a senior LP, to present in national conferences, working with a huge range of schools, and also to work locally with networks of schools. I was constantly encouraged to develop my own practice and range of contacts, and ended up reviewing schools and consulting to a far wider area then I could ever have hoped to reach alone. As a result of my work with SSAT I was asked to present more widely for national audiences – for instance, I was invited to be the keynote speaker for the national AST conference, something that the work with SSAT gave me the confidence to take on.

The LP role opened many doors for me. I worked with iNet in Wales to lead a literacy programme across a number of secondary schools, and became in demand as a consultant in a much wider range of areas. I was also encouraged to write about my experiences (as now!) and started writing articles for professional journals and, ultimately, books about teaching and learning. The LP experience gave me the authority and confidence to move into senior leadership with a much keener and less parochial view of teaching and learning. It opened my eyes to a world of interlinked and expert schools sharing expertise in a way which I firmly believe should be the model for future development of the profession.

Marcella McCarthy
Gregory the Great Catholic School, Oxford
June 2015

Working with partners: mapping examples

As outlined in SSAT's proposal, the purpose of the criteria is to describe expectations for growth in teaching's professional capital.

The intention of this proposal is to bring together what the profession already has – and so we are keen to work with all of those who are able to contribute to this process. We have already been working with a range of subject associations, expert subject advisory groups, professional bodies, special interest groups, academic bodies and those who have previously been involved in writing teacher and headteacher standards as well as teachers and leaders who will be those working through the accreditation. We are delighted to be bringing everyone together in this way.

Each of these conversations moves forward a different aspect of this proposal, which is still very much a work in progress. Some partners are contributing to the refining of the criteria, some are mapping existing ways of recognising great teachers, some are ensuring representation of specific aspects of the teaching profession – such as early years, SEND, non school-based teachers, for example. We are keen to talk to all partners who would like to be part of this profession-wide partnership proposal.

There are many professional bodies who already offer accreditation for individuals with teaching expertise for specific aspects of teaching (e.g. Chartered Geographer Teacher), or for particular roles (e.g. NLEs). There are also many school-wide accreditations and quality standards which recognise specific aspects of excellence in teaching, as well as qualifications which many teachers hold.

It is important that accreditation of teachers recognises the important role these all have in celebrating and building the professional capital that we have within and across the teaching profession.

Therefore there are a significant number of professional bodies with whom SSAT are, or will be, working. Some of these have already mapped their professional accreditation programmes to the Lead Practitioner framework, and others will be new conversations.
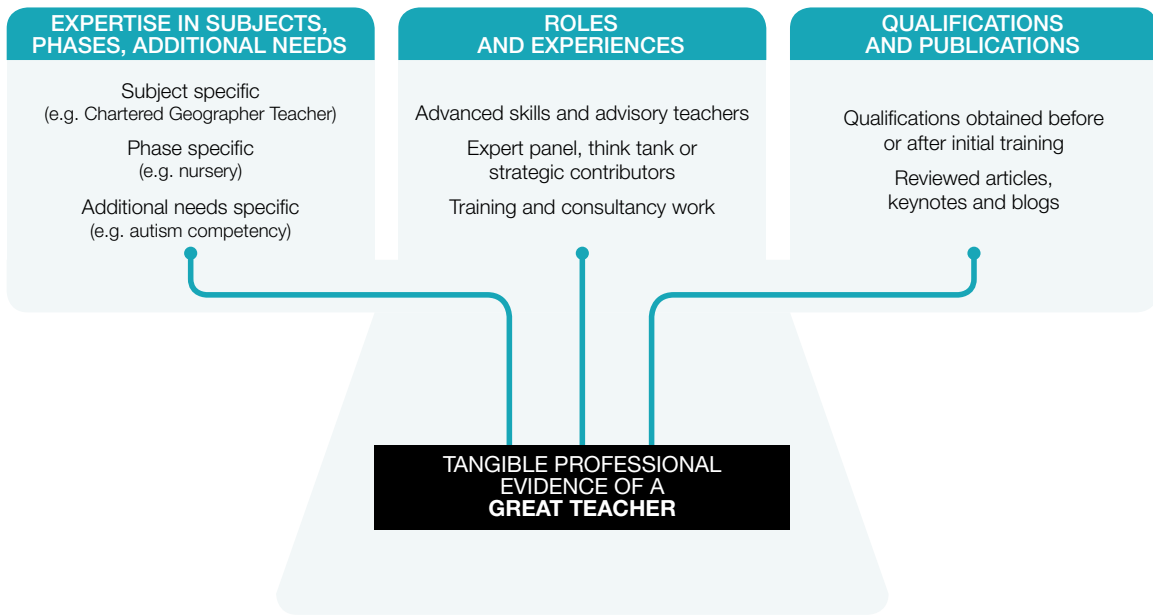
In order to ensure a robust and professional model for the College of Teaching Membership and Fellowship accreditation, it is vital to be absolutely clear about the skills and progression that all teachers aspire to have. To make sure that the process of evidencing this is as simple as possible, we have been working with a wide range of partners so that the most common portfolios and sets of evidence can be used quickly and easily to support College of Teaching accreditation. Teachers are busy people, and our role is to ensure the robustness of this process while keeping the demands on teachers to a minimum.

The focus of discussion with all of these partners is to:

1. Identify which programmes partners have in place, and who or what they are accrediting

2. Understand the relationship between the proposal and the partner accreditation

3. Identify how this relationship could be presented to a teacher applicant in such a way that minimises process and burden on any individual or organisation, but also provides a coherent picture of what it means to be a member or fellow of a professional body – recognising specific areas of expertise

4. Identify what opportunities the individual teacher, the partner accreditation and the proposal offer each other (e.g. engagement, catalysts to professional, pedagogical or intellectual development).

Using your existing achievement evidence to support your College of Teaching application

Recognising your area of expertise through your College of Teaching application.

EXPERTISE IN SUBJECTS, PHASES, ADDITIONAL NEEDS	ROLES AND EXPERIENCES	QUALIFICATIONS AND PUBLICATIONS
Subject specific (e.g. Chartered Geographer Teacher)	Advanced skills and advisory teachers	Qualifications obtained before or after initial training
Phase specific (e.g. nursery)	Expert panel, think tank or strategic contributors	Reviewed articles, keynotes and blogs
Additional needs specific (e.g. autism competency)	Training and consultancy work	

TANGIBLE PROFESSIONAL EVIDENCE OF A GREAT TEACHER

We have been working extensively with partners representing the range of ways that teachers already work, to map across how these existing achievements and sets of evidence can be used as part of the College of Teaching application process. It is absolutely vital that this process is as simple as possible, yet ensures the robustness that the College's credibility will rely upon. There are now many examples of this already available to view online, and this continues to grow every week through our extensive consultation processes.

'**Transferring specialist expertise, knowledge and pedagogy**'

Model A: Mapping of school-wide quality marks to Lead Practitioner framework

Many organisations offer a quality mark, award, certification or other accreditation as a whole-school means of recognising a particular area of strength in a school. In these situations it is common for an individual or small group of teachers to play a significant role in leading the work, and as such the quality mark recognises both the whole school and is an exemplification of leadership within and across teaching by one or more individuals.

These quality marks cannot be used as complete evidence on their own because by their very nature they are a collaborative accreditation. However, an individual working through the framework would see how easily they can use the evidence provided for the quality mark as personal evidence. It is important therefore to signpost the quality mark criteria/evidence to where it could be used, thus saving precious time and effort for the teacher.

Examples include:
- Geographical Association: Quality Mark
- NAACE: ICT Mark
- SSAT: Cultural Diversity Quality Mark, Parental Engagement Quality Mark
- Basic Skills Quality Mark
- Arts Council: Artsmark
- Healthy Schools Award
- The Improvement & Excellence Award (IMPEX)
- Learning outside the classroom

It is possible that different partners will accredit different aspects of the 3 areas. For example accreditation from:
- subject association may focus specifically on 'Subject Content Knowledge'
- network or trust, may focus on 'Contribution to the Profession'
- university or ITT provider, may focus on 'Pedagogical knowledge'.

Equally, it is likely that some quality marks or accreditations will span across some or all areas. For this reason, each scenario which falls within Model A will need to have careful mapping undertaken to ensure robustness while minimising administrative burden before, during or after this process.

We have created a template which is available to all partners to be able to map their accreditation to this framework, and we provide full support in order to do this together.

Model B: Mapping of individual accreditation to Lead Practitioner framework

Many professional bodies specialise in specific areas which recognise and accredit excellence in teaching in a particular field. For example, there are many subject associations and learned bodies which offer chartered subject teacher status. Additionally, many bodies offer fellowships for outstanding contributions to the profession.

With these partner products, the teacher will already have undergone an accreditation process with comprehensive evidencing, robust assessment and rigorous quality assurance. In order to respect this across the profession, teachers should simply need to evidence which professional accreditation they have already achieved, and a means by which this could be checked (a sample of which will be monitored to ensure that this is being responsibly used).
- Member or Fellow of the College of Teachers
- Geographer Teacher
- Chartered Science Teacher
- Chartered Maths Teacher
- Chartered English Teacher

NEXT STEP: A list is being collated which identifies which individual accreditations could become exemptions to portfolio submission in part or whole. This list may become referred to as 'Evidence Exemption Reasons' (as it will likely later include honorary individuals for example, where an application is not sought, but instead rewarded based on a set of evidence such as long-term public contribution to the profession).

The process of this exemption will be that the applicant undertakes the online process, but at the outset identifies that they have exemption to part or whole of the evidence process. This will then remove the relevant parts from the application process. Verification of these exemption reasons will be undertaken with partners (e.g. Chartered Geographer Teacher list cross referenced in partnership with the Royal Geographical Society).

Model C: Mapping of individual evidence portfolio

In some situations, individual teachers will have had to compile an evidence base or portfolio as part of their application for a particular teaching role or function where they have had to demonstrate a level of teaching expertise. This is effectively the same principle as Model B (above), but Model C would be where the evidence portfolio has been created as a direct part of an employed role, rather than as a professional accreditation.

These scenarios could include:
- Initial teacher training professionals (lecturers, mentors)
- Advanced Skills Teachers
- Specialist Leaders of Education
- Local Leaders of Education
- National Leaders of Education
- Computing at School: Master Teachers
- Leading Practitioners (this is a localised term used by some local authorities to describe practitioners with outreach roles – note this is not the same as an accredited Lead Practitioner).

Please visit the link below to see examples of this mapping, and to access the template.
www.ssatuk.co.uk/collegeofteaching

Summary

Our current work is focusing on:

1. Working with additional partners to signpost and map between existing teacher work and the requirements for the College of Teaching – all the while ensuring that the process is as simple as possible for teachers.

2. Refining the criteria in the main framework above, to ensure that core values of the College of Teaching are clear and timeless, that the ethics and Code of Conduct expected of those working within the College of Teaching are implicit.

3. Refining the criteria in the main framework above so that there are robust and explicit expectations surrounding professional knowledge, child development, diversity and inclusion, creativity and learner engagement.

SSAT

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inspire
innovate
impact

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