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| **Consultation Response Form**  **Consultation closing date: 3 February 2015** **Your comments must reach us by that date** |
| A World-Class Teaching Profession |

**If you would prefer to respond online to this consultation please use the following link:** [**https://www.education.gov.uk/consultations**](https://www.education.gov.uk/consultations)

The Government is committed to improving teacher quality as a key part of our plan for education. The teaching profession is fortunate to include many thousands of dedicated, hard-working individuals transforming the lives of children and young people while working to improve their own professional practice. We want to help teachers to go even further in raising the standards of their profession, and so we are seeking views on:

* Improving the quality of professional development and learning undertaken by all teachers; and
* Facilitating the establishment of a new independent professional body for teaching (a “College of Teaching”).

Information provided in response to this consultation, including personal information, may be subject to publication or disclosure in accordance with the access to information regimes, primarily the Freedom of Information Act 2000 and the Data Protection Act 1998.

If you want all, or any part, of your response to be treated as confidential, please explain why you consider it to be confidential.

If a request for disclosure of the information you have provided is received, your explanation about why you consider it to be confidential will be taken into account, but no assurance can be given that confidentiality can be maintained. An automatic confidentiality disclaimer generated by your IT system will not, of itself, be regarded as binding on the Department.

The Department will process your personal data (name and address and any other identifying material) in accordance with the Data Protection Act 1998, and in the majority of circumstances, this will mean that your personal data will not be disclosed to third parties.

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| |  |  | | --- | --- | | TextBox | Name: Dr Jane Murray and Nicola Amies | | |
| |  |  | | --- | --- | | Textbox | Please tick if you are responding on behalf of your organisation. | | √ |
| |  |  | | --- | --- | | TextBox | Name of Organisation (if applicable): TACTYC | | |
| |  |  | | --- | --- | | TextBox | Address:  16 Parade Bank  Moulton  Northamptonshire  NN3 7ST | | |

If your enquiry is related to the DfE e-consultation website or the consultation process in general, you can contact the Ministerial and Public Communications Division by email: [consultation.unit@education.gsi.gov.uk](mailto:consultation.unit@education.gsi.gov.uk) or by telephone: 0370 000 2288 or via the Department's ['Contact Us'](http://www.education.gov.uk/contactus) page.

Please insert an 'x' into one of the following boxes which best describes you as a respondent.

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| |  |  | | --- | --- | | DfE | Please Specify:  **TACTYC promotes the highest quality professional development for all early years educators in order to enhance the educational well-being of the youngest children.**  Our activities include:   * **advocacy and lobbying** – providing a voice for all those engaged with the professional development of practitioners through responding to early years policy initiatives and contributing to the debate on the education and training of the UK early years workforce; * **informing** – developing the knowledge-base of all those concerned with early years education and care by disseminating research findings through our international *Early Years* Journal, annual conference, website and occasional publications; * **supporting**– encouraging informed and constructive discussion and debate and supporting practitioner reflection, the use of evidence-based practice and practitioner-research through, for example, our newsletter and website.   Our membership exceeds 600 early years’ practitioners across all levels of training and expertise. TACTYC has adopted equality, diversity and inclusion as core values. | |

1 What are the greatest impediments teachers and schools face in regularly undertaking high-quality professional development?

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| |  |  | | --- | --- | | DfE | Comments:  The main impediments teachers and schools face in regularly undertaking high-quality professional development are:  (a) A lack of adequate ring-fenced time to undertake professional development, to act on the outcomes of learning and development and to reflect deeply and critically on that action and learning. CPD sessions over time are likely to be far more beneficial than ‘one-off’ sessions, which are often conducted in twilight sessions when teachers are tired after teaching all day;  (b) Low level knowledge and understanding among some providers of professional development means that CPD is often not at a sufficiently challenging level to promote high quality learning in teachers – CPD providers’ qualifications should be at least one level above teachers’;  (c) CPD focus has too often been on disseminating government priorities or to align with school improvement targets rather than teachers’ own professional priorities, leading to teachers’ disaffection with CPD;  (d) Partly aligning with (c), there is rarely an expectation that teachers should be active partners in CPD – its content is often decided for them and they are often positioned as passive recipients of CPD. Teachers should be canvassed more often on what CPD they feel is needed to be an effective and successful professional;  (e) The content of CPD often lacks a secure evidence base that is fully understood by CPD providers.  (f) Teachers lack opportunities to experience and shadow the good practice of other teachers in other schools, once their ITT is finished;  (g) Too often, initial teacher training is the only substantial opportunity for teachers’ deep level professional development. The recent increase in school-based ITT means that many teachers now do not even have this opportunity for deep level professional development.  (h) Early years teachers in school are often a small minority alongside primary colleagues, and whole-school CPD plans rarely focus effectively on teaching in the EYFS. Often it would be more useful for EYFS teams to join across schools for professional development days, rather than working with their own school when the focus is of little relevance to their practice and pedagogy.  NB. Calling ITT ‘Initial Teacher Education’ might convince many that their initial training and education must be developed further as they gain experience. | |

2 To what extent, and how, do teachers currently evaluate their professional development? What would support more rigorous evaluation?

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| |  |  | | --- | --- | | DfE | Comments:  **To what extent, and how, do teachers currently evaluate their professional development?**  (a) Teachers’ evaluation of their professional development is currently highly variable and context dependent;  (b) Most CPD providers ask teachers to complete an evaluation immediately following CPD but the outcomes of this are rarely fed back to participants nor school leaders, and often are not used to develop further targeted CPD opportunities;  (c) Some teachers evaluate their professional development within performance management meetings: in this context, it is likely that the teacher’s performance manager will influence this evaluation and the teacher will be only too aware of the link between performance and pay so truly honest appraisal may not be forthcoming;  **What would support more rigorous evaluation?**  (d) A national requirement for teacher CPD, coupled with adequate funding and a requirement to log this, would encourage teachers to evaluate their professional development and act on that evaluation;  (e) Greater awareness of models of critically reflective practice among teachers that they could use to evaluate their professional development;  (f) A requirement for Master’s level degree qualifications in Education would enhance teachers’ skills of critical reflection and self-evaluation;  (g) Link teachers’ records of successful professional development to enhanced pay and promotion prospects. | |

3 Where should the balance of responsibility lie between teachers, schools and Government for ensuring that appropriate professional development is undertaken? How, in the longer term, might responsibility sit with a new independent professional body?

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| |  |  | | --- | --- | | DfE | Comments:  (a) Governments and, increasingly, schools should require and fund all teachers to undertake regular high quality professional development.  (b) Teachers’ uptake of successful, quality professional development experiences should be reflected in their status and pay;  (c) Schools should accommodate teachers’ professional development by releasing teachers to engage in regular, high quality professional development, at appropriate levels to suit the individual teachers qualification background;  (d) Teachers should enter and progress through their careers with the expectation that they will engage actively and regularly in high quality professional development and this should be made clear in initial teacher education courses;  (e) A professional body might provide advice on – and signposting to – high quality professional development for teachers and should regulate it so that there is comparability of expectations of teachers across the country.  (f) As an early years organisation we would want any independent professional body to represent our members and their field so an overarching teachers’ professional body would need to incorporate early years’ teachers’ interests as a fundamental and substantive aspect of their work, rather than a tokenistic ‘add-on’. An alternative may be a discrete Royal College of Early Years Professionals (Parker, 2013). | |

4 Despite the growing reach of the Teaching Schools network, are there areas where coverage of schools would remain a concern? How could any gaps be addressed?

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| |  |  | | --- | --- | | DfE | Comments:  (a) In rural areas particularly, the network of Teaching Schools is not sufficient to cover the schools across the area. A further issue is the extent to which adequate time and money are ring-fenced to allow Teaching School staff to support teachers in other schools and those teachers to take up – and follow up – that support for their professional development. As indicated above, during appraisal teachers should be expected to set down their professional development needs over the next 12-24 months.  (b) Teachers working within Teaching Schools themselves would require high quality CPD to equip them to disseminate and support development of others, including being up-to-date on evidence and effective approaches developed outside their geographic area. This is particularly an issue for early years, where early years pedagogy and practice may not be a central focus of overall development within the Teaching School. Mechanisms must be developed for early years specialism to be built through national contacts. | |

5 What should the funding criteria be for Teaching Schools wishing to draw on the new funding pot for professional development? Should there, for example, be a requirement for Teaching Schools to work with a predetermined proportion of schools which are not already “good” or “outstanding”?

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| |  |  | | --- | --- | | DfE | Comments:  (a) Funding criteria should include highly qualified providers, active engagement by teachers, opportunities for teachers to build credits towards Master’s or doctoral level qualifications;  (b) There should be a requirement that Teaching Schools will provide high quality professional development to teachers regardless of their schools’ Ofsted judgements;  (c) There is significant value in developing leadership and management skills in supporting a school to improve. If experience is only ever in ‘Good’ or better settings teachers do not have opportunities to practise and reflect critically on their leadership capabilities in challenging settings. Support from an experienced mentor is needed whilst on Professional Development placement in a setting judged as ‘Requires Improvement’ or ‘Inadequate’. | |

6 Will teachers benefit from an online platform that collates and presents evidence-based best practice?

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| |  |  | | --- | --- | | DfE | Comments:  Possibly but this is insufficient on its own. Time and capacity to develop deep level critical thinking and reflection - alongside opportunities to develop research literacies - are the factors that will make such a platform useful. Access to best-practice information is only part of developing experiences to promote professional development. | |

7 In addition to the proposals outlined here, what other approaches would help schools to remove barriers and incentivise effective professional development for teachers?

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| |  |  | | --- | --- | | DfE | Comments:  (a) Government funding for every teacher to complete a Master’s degree in Education during a sabbatical of one-year, two years or six months, to suit the teacher and the school, combined with the requirement that teachers will undertake this qualification within a specified period of entering the profession. | |

**If you are a teacher or lecturer, please specify.**

8 a) Which phase of education are you currently working in?

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| |  |  | | --- | --- | | DfE | Comments:  We have a serious concern that recent policy is leading to an erosion of academic qualifications among England’s teachers, especially in the early years where the diversity of qualifications is unnecessarily complex (Nutbrown Report). Yet there is strong research evidence that high-level qualifications are a key characteristic in teacher quality that leads to learners’ achievement. | |

8 b) If you work in a designated Teaching School?

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8 c) If not a designated Teaching School, is your school part of one or more Teaching School Alliances?

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| |  |  | | --- | --- | | DfE | Comments:  We are not a school, but an organisation representing those who work in early years: many of our members work in, and or with Teaching Schools. | |

8 d) How long have you been teaching?

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8 e) If you currently work full or part time?

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8 f) The highest level qualification you have obtained?

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8 g) Your subject specialism(s), and if you currently teach in this specialism?

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8 h) If you have any additional responsibilities in school, for example SENCO; NLE/LLE/SLE; Lead Practitioner; Head of Year; Head of Department; assistant/deputy/headteacher?

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Thank you for taking the time to let us have your views. We do not intend to acknowledge individual responses unless you place an 'X' in the box below.

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| |  |  | | --- | --- | | Textbox | **Please acknowledge this reply.** | | X |
| |  |  | | --- | --- | | TextBox | Email address for acknowledgement: [drjmmurray@gmail.com](mailto:drjmmurray@gmail.com) | | |

Here at the Department for Education we carry out our research on many different topics and consultations. As your views are valuable to us, please confirm below if you would be willing to be contacted again from time to time either for research or to send through consultation documents?

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All DfE public consultations are required to meet the Cabinet Office [Principles on Consultation](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/255180/Consultation-Principles-Oct-2013.pdf)

The key Consultation Principles are:

* departments will follow a range of timescales rather than defaulting to a 12-week period, particularly where extensive engagement has occurred before
* departments will need to give more thought to how they engage with and use real discussion with affected parties and experts as well as the expertise of civil service learning to make well informed decisions
* departments should explain what responses they have received and how these have been used in formulating policy
* consultation should be ‘digital by default’, but other forms should be used where these are needed to reach the groups affected by a policy
* the principles of the Compact between government and the voluntary and community sector will continue to be respected.

If you have any comments on how DfE consultations are conducted, please contact Aileen Shaw, DfE Consultation Coordinator, tel: 0370 000 2288 / email: [aileen.shaw@education.gsi.gov.uk](mailto:aileen.shaw@education.gsi.gov.uk)

**Thank you for taking time to respond to this consultation.**

Completed responses should be sent to the address shown below by 3 February 2015

Send by email to: [world-classteachers.consultation@education.gsi.gov.uk](mailto:World-ClassTeachers.CONSULTATION@education.gsi.gov.uk)

Send by post to:

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