



Department
for Education

Call for evidence

**A standard for teachers' professional
development**

Respond by: 16 October 2015

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Introduction

The Teachers' Professional Development Expert Group

The Teachers' Professional Development Expert Group is seeking to develop a 'Standard for Teachers' Professional Development' in England.

The new standard will be non-statutory – schools will still be able to define their approach to professional development according to their own needs. The standard will aim to set out a clear description of effective practice in professional development for teachers. It will:

- help teachers and providers of teacher training to understand aspects of good-quality professional development;
- clarify some common misconceptions; and
- complement the existing 'Teachers' Standards'.

This call for evidence

This call for evidence gives everyone with an interest in teachers' professional development the opportunity to contribute their thoughts and ideas to the expert group.

The group is particularly interested in evidence about the types, formats and activities, and the supporting environment and culture in schools for professional development to be effective.

The group is interested in the standard having relevance for the three groups who have a role in professional development:

- individual teachers;
- schools and head teachers; and
- providers (those who offer both content and forms of provision).

Members of the Teachers' Professional Development Expert Group

The Professional Development Expert Group comprises:

- **David Weston (Chair):** CEO of the Teacher Development Trust (TDT) and a former teacher. David is also governor at a primary and a secondary school.
- **Hélène Galdin-O'Shea (Vice Chair):** Research Advocate and English and Media teacher at Park High School in Harrow, London, and a co-founder of *ResearchED*.
- **Philippa Cordingley:** Founder and CEO of the Centre for the Use of Research and Evidence in Education (CUREE), and lead author of the TDT's systematic review into effective teacher development.

- **Professor Rob Coe:** Professor of Education and Director, CEM Centre, Durham – one of the authors of the TDT’s systematic review into effective teacher development.
- **Dame Alison Peacock:** Executive Headteacher of The Wroxham School and Educational Research Centre.
- **Alex Quigley:** Curriculum Deputy, Director of Learning & Research and English teacher at Huntington School, York.
- **Micon Metcalfe:** Specialist Leader of Education (SLE) in School Business Management at Dunraven School, Streatham, London
- **Stéphanie Lefort:** Head of Teaching and Learning Development at Aylsham School in Norfolk.
- **Simon Knight:** Special School Deputy Head at Frank Wise in Oxfordshire, Associate Director at the National Education Trust, and Director of Teaching School at the Oxfordshire Teaching Schools Alliance.

In addition, two guest members also contribute to the work of the group:

- **Jonathan Sharples:** Senior Researcher at the Education Endowment Foundation, and Partnerships Manager of the Institute for Effective Education at University of York.
- **Professor Jonathan Shepherd CBE FMedSci:** Honorary Fellow of Royal College of Surgeons, Commission Member of Royal College of Teaching PTI Commission, proposer for the College of Policing, a Member of Council of the Academy of Medical Sciences, and a member of the Home Office Science Advisory Council.

The group is also attended by an observer from Ofsted.

About this call for evidence

This call for evidence asks five questions about teachers' professional development in England.

How to respond

The questions in this call for evidence are designed to stimulate a wide range of views from a wide range of stakeholders, so please do not feel obliged to respond to all the questions asked. It may well be most beneficial for you, if you so choose, to focus on the questions in which you have a particular interest or specific expertise.

Please use the web form on the e-consultation webpage to respond. Alternatively, responses can be sent:

- by email to pd.expertgroup@education.gsi.gov.uk; or
- by post to Henry Clarke, Department for Education, Sanctuary Buildings, L2 Teacher Quality Division, Great Smith Street, London SW1P 3BT.

Questions about this call for evidence should be directed to the above email address.

Deadline for responses

Responses must be sent to the email address above by 16 October 2015 in order to be taken into consideration.

Additional copies

Additional copies of this document can be downloaded from www.gov.uk.

Plans for publishing the results

The evidence submitted through this call for evidence will be used to inform the work of the Teachers' Professional Development Expert Group, which will report to the Minister of State for Schools, Nick Gibb, by the end of 2015.

A summary of the evidence received will be included in this report and the expert group may quote anonymised views.

Questions

1. Can you give an example of great professional development practice with which you were involved, which had significant impact on pupil outcomes? If you can, describe what the participants did, what the school did, and what the external expertise was.

In answering question 1, you may wish to address:

- to what extent the professional development activity was typical of your school or group of schools compared to other schools locally;
 - any links between professional development and pupil outcomes and/or career development;
 - any links between professional development and appraisal/development plans; and
 - how the professional development activity was chosen and evaluated.
2. How could the standard help to promote effective professional development practice which has a positive impact on pupils' education?

In answering question 2, you may wish to address the following questions.

- What elements of teachers', school leaders' and professional development providers' practice should the standard emphasise?
 - How could the standard most effectively balance supportive guidance and constructive challenge for teachers, school leaders and professional development providers?
 - How could the standard encourage an evidence-informed approach to professional development?
 - Are there any other standards that you have found particularly helpful? What is it about their format and content that we could learn from?
 - How could the standard be introduced to schools and the wider system to maximise support and minimise workload? Please consider the process of introduction, the timescale, and the support given.
3. How could the standard help shape or improve the provision of professional development (including school-based professional development activities)?

In answering question 3, you may wish to address how this might vary for different types of provision or provider; for example:

- individual, in-school, third-party (other school, higher education institution, private or any other type of provider); and
- programmes, workshops, coaching or mentoring, enquiry or distance / on-line learning support for professional development provision teachers may access.

4. What short-, medium- and long-term approaches might help to remove barriers to professional development and could be reflected in the standard?

In answering question 4, you may wish to address:

- time and structures, including timetabling and impact on workload;
- costs and prioritisation; and
- sourcing, accessing and engaging with knowledge and external expertise.

5. Is there anything else you would like to contribute to help us shape the standard so that is useful in different types and phases of school?

In answering question 5, you may wish to include:

- any other issues that you would like the standards to address, and
- any specific, innovative ideas you would like us to consider.



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