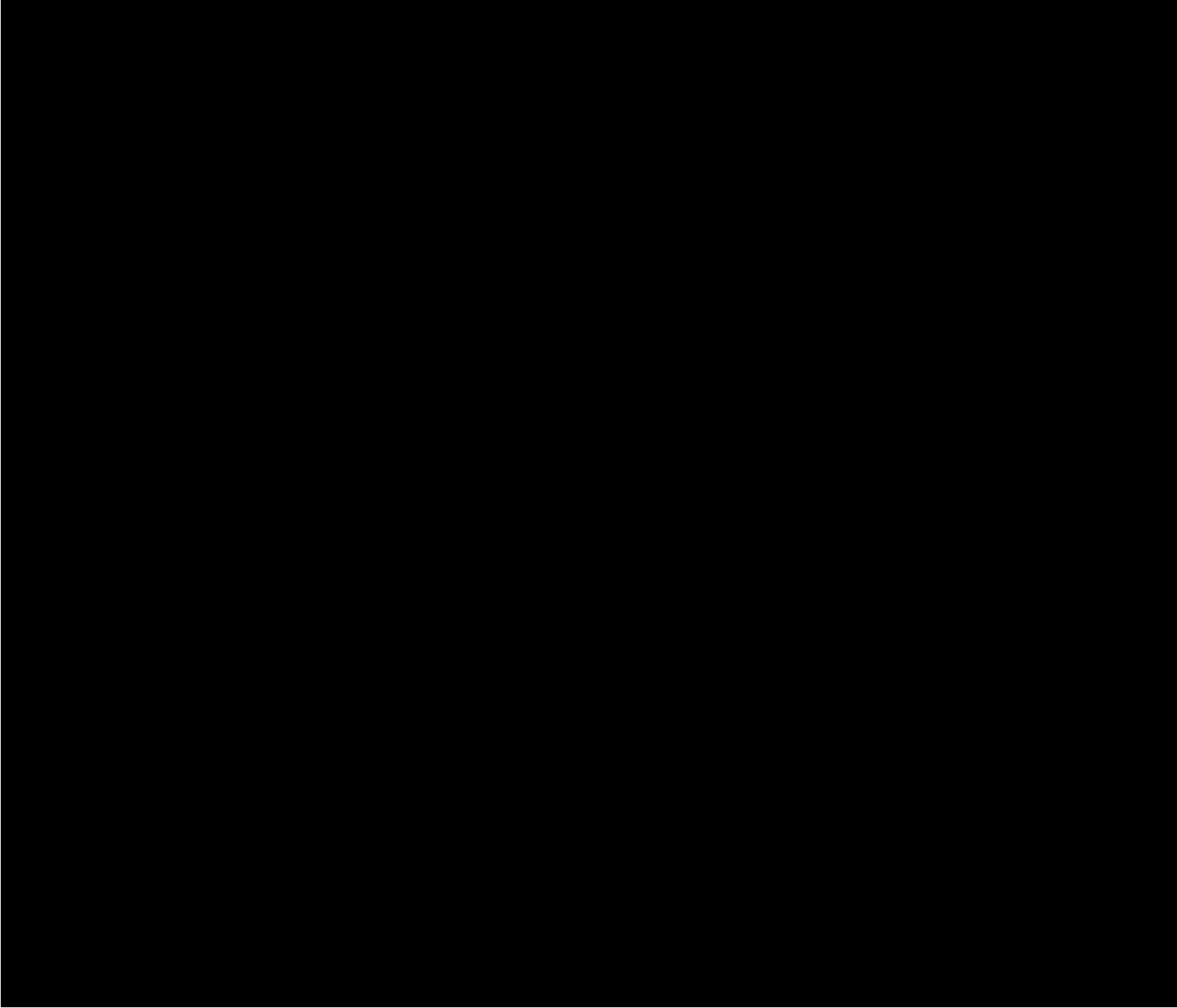


TEACHING IN 2012

The Corporate Plan of the General Teaching Council for England 2009-12
For children, through teachers



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TEACHING IN 2012

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FOREWORD

THE GTC – WELL PLACED TO LEAD THE DEBATE ON TEACHING

**From Gail Mortimer
Chair of Council**

In January 2009, Council approved a programme of work to run from April 2009 to September 2012. This corporate plan is built around its five key priorities, which set out how we will fulfil our remit and pursue our vision for teaching in 2012.

Between January and September, the DCSF reviewed the remit of five national organisations which work with the children's workforce, one of them the GTC. While the review was being undertaken, the level of our registration fee was frozen, and both this and the uncertainty during the review mean that some of the activity outlined in this document will come to fruition later than planned. However, the review reaffirmed our remit; our direction of travel is clear once more, and I commend our corporate plan to you.

In September 2009, I took over from Judy Moorhouse OBE as Chair of the General Teaching Council. As a practising teacher with 32 years experience, I am extremely proud to have been elected to this role and look forward to promoting the vital role of the teaching profession during my period of office.

Through our founding legislation, we work to raise standards of professional conduct to promote the good standing of the teaching profession and to help raise standards of teaching and learning.

Through regulation, we maintain public confidence in the conduct and competence of teachers.

Because we register the profession, we have far-reaching knowledge of its demographics.

Our work is powerful because we always look for evidence, rather than base our views on a pre-conceived idea of how the world should be.

We bring together teachers to develop the profession's knowledge, and we focus on how the views and experiences of learners, parents and carers can contribute to improving practice. We listen to those concerned with teaching, and interpret carefully the most rigorous academic research, some of it our own.

Hence, our direct services to teachers provide valuable support in key areas ranging from equalities to continuing professional development.

In the same spirit, our policy advice to the Government and to other agencies is well-researched, grounded in practice, and carefully considered to have the greatest impact on teaching and learning.

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INTRODUCTION

The efforts of teachers help children and young people to learn and develop.

We start from a high base. Teachers are hard-working and talented professionals who wish to drive the profession higher.

In our vision for teaching, teachers' professional skills and influence will aid the building of a rich, diverse and stimulating curriculum that enables children and young people to succeed and thrive, and to strive for a just and sustainable world.

This Corporate Plan sets out how we will work with our partners to secure a new vision for teaching and learning. It describes an integrated programme of work that will span the third term of Council, which runs until September 2012.

We have consulted widely on this plan. We have talked to teachers, parents, governors, employers and children. We have invited partner organisations, many of which have a shared interest in developing the wider children's workforce, and teacher and subject associations to shape and share our vision and the work programmes that will underpin it.

Their response has been positive and constructive. They affirmed that the GTC is well placed to lead and to draw together a debate about the future of teaching. As an independent professional body free from the specific responsibilities of employers, trade unions or government, we can both support and challenge the policies and programmes of others.

Perhaps two strands will dominate the development of teaching over the next few years. Teaching is increasingly directed to the personal learning needs of every child and young person. And teachers work ever more closely with professionals from across a wide variety of children's services, and in a huge diversity of settings. This plan sits firmly in the context of both strands.

For the plan's fulfilment, there are three pre-requisites.

We must show a commitment to working in partnership. In this, learners, parents and the wider public as well as teachers must have the chance to shape our priorities and activities.

Our own governance structures and ways of working must be highly effective.

And we must be able to lead a public debate on teaching.

We have a good strong track record in each of these: for example, the partnership approach to the Teacher Learning Academy, the introduction of programme management, and the engendering of debate around our new Code of Conduct and Practice for teaching.

We believe the General Teaching Council can make a major contribution to a better future for all our children and young people. We invite you to join us in our work.

Judy Moorhouse
Chair of Council 2004-09

Keith Bartley
Chief Executive

TEACHING IN 2012

The enduring purpose of teaching children and young people is to promote their learning, development and achievement and a life-long love and capacity for learning.

In our vision for teaching in 2012, childhood is valued and respected. All learners benefit from higher standards of teaching which support high achievement, stimulate creativity and promote wellbeing. Children will experience a rich, diverse and stimulating curriculum that enables them to succeed and thrive in their lives and strive for a just and sustainable world. Children's rights to enjoy, achieve and take an active part in their own learning are recognised and upheld.

The teaching profession will work with learners and their parents and carers to identify and meet each young person's distinctive needs. Teachers will work collaboratively with those who support learning directly in the classroom and with a wide group of colleagues across the children's workforce. Teachers will draw on shared values and knowledge to make sound professional and ethical judgements on behalf of the children and young people they serve.

Teachers recognise and respond to the challenges that children and communities face, and will continue to find new ways to play their part in helping to break the link between social disadvantage and lower academic attainment.

Teachers will demonstrate their commitment to the rigorous development of their knowledge and practice and support each others' effective professional learning. The practice of teaching will be based on good research and evidence, and the searching out and testing new ideas and technologies, in order to improve the quality of teaching and learning.

Teachers will take responsibility for developing the collective knowledge and expertise of the profession, as part of a national and international professional community. The profession will work together to promote consistently high standards of practice to the benefit of all learners, everywhere.

Working with partners in education, health, social care and higher education, the profession will develop a shared knowledge and language about teaching, learning and child development. This will encourage wider public understanding of the expert knowledge that underpins teaching and allow it to be recognised, challenged and debated.

Teaching in 2012 will thrive in an environment that enables teachers to exercise informed professional judgement and allows good leadership to flourish. The challenges faced by teachers in their day to day practice will be recognised and the practice of teaching celebrated as a complex and creative activity. The experience and expertise of the profession will influence national and local policies for teaching and learning in the interests of all children and young people.

“ For children, through
teachers ”

STRATEGIC PRIORITY 1

BETTER KNOWLEDGE, BETTER PRACTICE

Key strands of work

1.1 The Teacher Learning Academy

1.2 Research-informed practice

1.3 A network to support research-informed teaching

1.4 Innovation in teaching

1.1 The Teacher Learning Academy

Every registered teacher in the country will be able to take part in the Teacher Learning Academy (TLA). It will be seen as a tool for improvement and innovation in the classroom that teachers can use throughout their careers. Through it, teachers will gain rigorous peer recognition. It will be complementary to but distinct from the Masters in Teaching and Learning.

The TLA's 'open system' will distribute responsibility across the education service. We will direct the open system, ensure quality assurance, and manage the knowledge produced through the TLA. Teacher participation, and verification of their enquiry projects, will be led primarily from schools themselves acting as accredited TLA Schools and Centres. A growing range of national, regional and local organisations will become TLA support partners.

We will continue to use independent evaluation to inform the development of the TLA, so that it remains a relevant and high-impact model of professional learning. For reasonable and modest investment, it will lead to better outcomes for children and young people, as well as improvements to teachers' practice.

1.2 Research-informed practice

We will enhance our research services for teachers, ensuring that the national teacher research effort is strategically supported.

We will build on the ground-breaking internet feature *Research of the Month*. Now re-launched in 2009 as *Research for Teachers*, it has been re-focussed to ensure that research studies are easy to find and interpret, and hence to use in the classroom.

In a similar way, we will continue to develop anthologies of recent and robust research in key areas of concern for teaching and learning. These will include the findings of teachers' classroom enquiry projects so that there are clear links from research to practice.

Such direct tangible links from the synthesis of research to the classroom will aim to inspire other teachers and contribute to the professional knowledge base for teaching.

Our policy advice will recommend practical means to increase the capacity of the profession to engage with research into teaching and learning.

1.3 A network to support research-informed teaching

The transition to a single inclusive network for teaching, open to all registered teachers, will be completed.

The network will focus on research-informed teaching and the key issues for creative and effective practice in three key areas – pedagogy, assessment and curriculum.

The network will incorporate three key strands:

- equalities;
- the leadership of teacher learning; and
- early career teaching issues.

The equalities strand will be broadened to encompass all equalities duties and issues in teaching and learning.

We will draw widely on sources to set themes for the network.

By these means the network will be relevant to and used by more and more teachers in a wide range of roles. It will build local or school-based teacher-led communities of research-based practice across the country.

1.4 Innovation in teaching

Three factors affect the capacity of any profession to develop practice continually, so that new and better experiences and outcomes are achieved for users:

- how capable the practitioners are;
- the permission they have to innovate; and
- the accountability they demonstrate in relation to their practice development.

Hallmarks of the next generation of both teachers and learners will be their ability to adapt and adopt new forms of teaching, assessment and curriculum.

We will use our research into innovation and pedagogy to find out more about the effect that innovative practice has. This will help inform our policy advice on initial and continuing teacher education, and enable us to develop practical tools that teachers and others can use when innovating in pedagogy, assessment and curriculum.

What will success in 2012 look like?

By 2012 it will be second nature for teachers to use research to create change and improvement in the classroom. They will have an appetite to find out how other teachers succeed, and share knowledge about what is valid and effective from teacher to teacher and school to school.

We will have had a key role in this. Partly, this will have come through our programmes that support teachers – the Teacher Learning Academy, the network for teaching, and our research services. Partly, it will have come through the impact we have on the policy environment for innovation and on the exercise of informed professional judgement.

Taken together these programmes will provide a growing source of professional knowledge. Teachers will be able to draw on and add to them, as well as use and adapt them to support their practice, whatever the context in which they work.

STRATEGIC PRIORITY 2

POLICIES FOR TEACHING AND LEARNING

Key strands of work

2.1 Accountability and assessment

2.2 Teaching and learning

2.3 Active registration

2.4 The children's workforce

2.5 Entering into and developing in teaching

2.1 Accountability and assessment

Teachers in England are held accountable in a wide variety of ways; often that accountability is linked to the current assessment regime. Internationally, it is found that different models of accountability have different impacts on standards and outcomes, and on the professional confidence and effectiveness of teachers. We will scrutinise the research and evidence on these impacts so that we can advise on the most effective approaches.

Our work so far on the pupil assessment regime and the monitoring of national standards has been highly influential. There is much still to be done in this area however and we will maintain and develop our work in it.

2.2 Teaching and learning

We will consider the implications for national policy of our review of the evidence and thinking on pedagogy. We will apply this to formulate new thinking on teaching and learning, assessment and curriculum in the context of the changes to all Key Stages.

In so doing we will take full account of changes to equalities legislation. In particular we will promote policies which are likely to redress the systemic underachievement of some groups of children and young people.

We will continue to host the National Equalities Forum and the Disabled Teacher Taskforce. These bodies help, among other things, to promote best practice and co-ordinate the response of the profession to legislation.

We will base all of our policy proposals on sound empirical evidence of what constitutes effective teaching and learning, what supports it and what impedes it, aided by our continuing partnership with the Teaching and Learning Research Programme and the higher education sector.

>> see also **A public debate on teaching**, page 12

>> see also **Entering into and developing in the teaching profession**, page 8

2.3 Active registration

Once induction is completed, there is no requirement on a teacher to undertake specific professional development in order to maintain registration. Teaching is unlike some other professions in this respect.

We will analyse robustly the benefits of different models of continuing registration or revalidation in other professions and countries, as well as the specific existing accountability regime in teaching. Using the analysis, we will consult widely with teachers and other partners. Then we will consider whether it would be feasible or desirable to introduce some form of active registration with the GTC.

We will seek to influence legislation emerging from the *New Opportunities* white paper, so that any development of a 'licence to teach' model serves pupil and teacher learning and the public interest.

>> see also **Registration**, page 9

2.4 Developing the children's workforce

We are one of the three bodies¹ that drafted the Statement of Integrated Working, which helps teachers work effectively with other children's workforce professionals.

The statement was recently adopted by the Children's Workforce Network. We will work with the Network, and any new bodies created through the Children and Young People's Workforce Strategy, to develop materials to support the statement and ensure it becomes a useful practical resource.

We will take part in the DCSF review of registration and regulation, to help make coherent the systems, standards, codes, outcomes and practices across the professions which support children's education, development and well-being.

We will continue to play an important role in, and advise government on, the development of policies around the registration and regulation of the wider children's workforce.

2.5 Entering into and developing in the teaching profession

People come into teaching from many different career backgrounds, and there are many different routes into teaching, involving a wide variety of institutions. We will review how these affect the professional standards of teachers, the standing and coherence of the profession, and learning outcomes for children and young people.

We will work with our partners to do so, proposing new policy and thinking in line with the findings.

We will refresh our thinking on the national professional development strategy.

Our work with the National Equalities Forum and the Disabled Teacher Taskforce also helps us ensure we take a wide variety of viewpoints into account when developing our work in this area.

What will success in 2012 look like?

There will be a better assessment regime. Teachers' assessments will be validated through the timely use of tests and moderation. The monitoring of national standards will be achieved through means, such as cohort sampling, that are not reliant on testing every child simply to track the performance of the system over time.

There will be a better accountability framework. The new framework enables teachers to give necessary and useful information about their effectiveness and the outcomes of their practice.

The policy environment will have been influenced by our research work and policy solutions. As a result, teachers are better able to lead pedagogy, and to combine the right resources to achieve high outcomes for all children regardless of socio-economic background.

Our analysis of the desirability and feasibility of a model of active registration facilitates a debate on what is required to remain on the GTC Register.

We will have played a key part in the review of the registration and regulation of the wider school and children's workforce, to ensure coherence and effectiveness across the systems, standards and codes of the different registered professions.

Our review of the implications of the variety of routes into teaching entry for entrants from widely differing backgrounds will be complete and influential.

¹ The three bodies are the General Social Care Council, the Nursing and Midwifery Council, and ourselves.

STRATEGIC PRIORITY 3

ASSURING STANDARDS

Key areas of work

3.1 Registration

3.2 Improving regulation

3.3 The Code of Conduct and Practice

3.1 Registration

We will keep the Register up-to-date, develop new categories for registration and use the Register to support research and policy advice.

3.1.1 Provisional registration

Since September 2008, trainee teachers must be provisionally registered with the Council.

This helps us promote the benefits of professionalism to trainee teachers. We also, at this early stage, carry out a check on their suitability as potential teachers.

We will continue to work closely with initial teacher education providers and other partners to provide appropriate support and clear guidance to trainee teachers during this critical stage in their careers.

In September 2009, provisional registration will extend to instructors and overseas-qualified teachers. This will further strengthen the quality assurance measures that are in place within schools.

Registration and QTS

As at 31 March 2009, 552,000 teachers were registered with the GTC, and a further 35,000 provisionally registered. During 2008-09, we awarded QTS to 35,000 trainee teachers, on the recommendation of their training provider.

3.1.2 Awarding qualified teacher status

The GTC is the awarding body for qualified teacher status (QTS). We will continue to award QTS in an efficient and effective manner.

After we have awarded QTS, a teacher can become fully registered with the Council. They then have to complete an induction period, at the end of which they will be able to show they meet the 'core standards' set by the Training and Development Agency for Schools (TDA).

Full registration therefore precedes the achievement of the core standards. Could there be a clearer link between them? We want to explore this area with government and others.

3.1.3 The Register of teachers

The data held in the Register of teachers are of high quality and we maintain the Register so that they remain so.

We can therefore use Register data to support policy development and research, for example in identifying issues around age profiles and retention.

We will continue to manage the personal data about teachers that we hold in full accordance with data protection and information assurance principles.

Because registration is a core element of public quality assurance within the education system, we will continue to explore how to make appropriate Register information available to employers, education partners and the public.

>> see also **Active registration**, page 7

>> see also **Developing the children's workforce**, page 8

3.2 Improving regulation

We have a significant programme of work planned to ensure that our regulatory work continues to meet the highest standards of regulatory excellence.

We will audit our regulatory work against the principles of the Risk and Regulation Advisory Council; these require that it be transparent, proportionate, accountable, consistent and targeted.

Currently, allegations against teachers have to be defined in terms of conduct, competence and criminal convictions. We do not believe this is as effective as the model increasingly used by other regulators, whereby they look in the round at a registrant's fitness to practise.

Therefore we will seek to change the basis of our regulatory work, so that we can look in a more holistic way at those teachers whose alleged behaviours have led to referral, and hence ensure that the Council is taking into full account all the relevant factors and issues in a case.

This is not the only area where we will use our eight years' experience of professionally-led regulation to improve the regulatory process.

For example, perhaps our investigating committees could have more powers in two instances: where a teacher admits the allegations and does not intend to continue teaching; and where the allegations, although serious, may not warrant a full hearing.

We need to look at the information that is made public at the various stages in the regulatory process to ensure that it meets the test of the public interest.

Sometimes the time taken to consider and resolve allegations does not serve the public or the profession well. We will continue to find ways to bring cases to a conclusion more quickly.

Professionally-led regulation is not exclusive to the teaching profession. In our wider governance review, we will look at the

experience of other professional regulatory bodies and benchmark our processes, so that our regulatory work can be judged as best practice while meeting all legal requirements.

We will respond to the findings of research, jointly commissioned with the DCSE, into the pattern of referrals from employers in relation to alleged serious professional incompetence.

We will refine and strengthen referral arrangements where necessary, in order to maintain public confidence in the quality of teaching practice in our schools.

>> see also **Active registration**, page 7

>> see also **The structure and governance of Council**, page 14

Stages in regulation

After a case is received, it is first **screened** to determine whether we have jurisdiction and whether or not it meets a minimum threshold. If not screened out, the case goes to an **investigating committee**. If they decide there is no case to answer, the matter ends there. Otherwise, the case goes forward to a professional competence committee or a professional conduct committee.

This **hearing committee** considers in detail whether the allegations can be factually supported. If a case is proved the committee then considers whether a disciplinary sanction is necessary and if so whether to apply a reprimand, conditional registration order, suspension order or prohibition order.

Teachers who receive suspension or prohibition orders cannot teach in a maintained school, a non-maintained special school or a pupil referral unit during the period covered by the order. A teacher who receives a disciplinary order has 28 days to lodge an **appeal** with the High Court.

>> There is more information about our regulatory procedures in our annual report on registration and regulation, available on our website at www.gtce.org.uk/publications

3.3 The Code of Conduct and Practice

A code of conduct and practice is a touchstone of any profession, forming the basis on which professional values and behaviours are shared and put into practice.

Inspired by significant changes to the context and nature of teaching, the new Code of Conduct and Practice for teaching will come into effect in October 2009. It will guide our regulatory work, and ensure consistency in the decisions taken.

The Code sits alongside and works with the other standards for teaching such as qualified teacher status standards and the core standards. It also relates closely to the Statement of Integrated Working for the children's workforce and thereby to the codes of other related professions such as social work.

We will promote the Code so that all trainees and teachers, head teachers, governors and employers are familiar with it and understand it, thus embedding it into the daily lives of teachers and expectations of the public. We will produce supporting research material and examples of the code in everyday use.

Revising the Code

The revision follows comprehensive consultation to codify expected norms of practice, during which we have gathered evidence from teachers, children and young people, parents and carers, other colleagues in the school and children's workforce, and key national partners.

Other nations' and professions' codes of conduct and practice have contributed to the evidence base, as have lessons from our own disciplinary work.

What will success in 2012 look like?

The GTC Register will offer robust assurance to employers and parents that schools are employing fully-qualified teachers of good standing. Teachers will see value in professional registration. We will be recognised as the authoritative source for data on teacher demographics, and a wider range of partners will use data from the GTC Register to inform their own policy development activities.

Our registration database will accommodate new categories of registrants, including overseas-qualified teachers. All registration partners will have confidence in our registration processes and data handling procedures.

Our regulatory procedures will conform to best practice and there will be a more flexible and tailored approach to meet the circumstances of individual cases.

Teachers will know and use their Code of Conduct and Practice to guide their professional judgements and to support other colleagues to do so. The Code will sit alongside the Statement of Integrated Working, the Common Core of skills and knowledge and other Codes for the children's workforce.

STRATEGIC PRIORITY 4

DEBATE AND ENGAGEMENT

Key areas of work

4.1 A public debate on teaching

4.2 Engagement with partners and policy-makers

4.3 Communications with teachers

4.4 Involving teachers in the work of the GTC

4.1 A public debate on teaching

In our vision statement, *Teaching in 2012*, we state our ambition that teaching should be recognised by the public as a complex and creative activity.

To this end, the Council will promote a greater understanding of pedagogy – the art and science of teaching – both within the profession and with the wider public.

For example, the establishment of the network for teaching will enable us to offer a much wider group of teachers the opportunity to take part in project work to illuminate and develop the practice of teaching. And we will bring the growing knowledge base from our direct services to teachers to a wider professional and public audience.

We will find new channels to engage with parents, governors and children, involving them in a debate about the future of teaching.

We will continue to engage with MPs and peers of all parties, so that parliamentarians gain a direct insight into exemplary teaching practice, through face-to-face meetings in Westminster and at local level.

>> see also **Better knowledge, better practice**, page 5

>> see also **Teaching and learning**, page 7

4.2 Engagement with partners and policy-makers

We will actively seek the involvement of our partners in pursuing the programmes of work that underpin *Teaching in 2012*. Key partners have already signalled their willingness to work with us, and to involve the GTC in their own programmes and priorities. We will adopt a more systematic approach to our relationships with key stakeholders and partners, consulting them at early stages of policy development and seeking strategic partnerships that will benefit teaching and learning.

As the Teacher Learning Academy becomes nationally established, more and more schools and organisations will join us in owning and developing its reach and impact.

Dissemination of the new Code of Conduct and Practice will be an early focus for engagement. Our aim is that teachers, schools and employers all have a good understanding of the purposes of the Code and regard it as relevant and useful to inform judgements made in daily practice.

>> see also **The Teacher Learning Academy**, page 5

>> see also **The Code of Conduct and Practice**, page 11

4.3 Communications with teachers

Our communications with teachers will continue to improve. Although most teachers have a broad understanding of the Council's remit, many still comment that they don't know enough about what we do or why. This will change.

Our new, audience-focused web site, launched early in 2009, enables us far more effectively to offer teachers news and information about teaching and the work of the Council. Through it, we can also provide better, simpler ways for teachers to communicate with us, register for events, and to be active participants in our professional networks.

During the lifetime of the plan, we will research and implement ways to switch from a largely print-based teacher communications model to one that is largely web-based. We will offer teachers options to subscribe to a greater variety of web-based resources.

We will take up the invitation of our partners in the teacher unions and associations to reach teachers through their journals and websites. As an early priority, we will invest in improving the effectiveness of our communications with head teachers.

4.4 Involving teachers in the work of the GTC

We will continue to invest in our advocacy programme with trainee teachers, introducing provisional registrants to the benefits of professional registration and encouraging them to engage with their professional body from the start of their careers in teaching.

Face-to-face meetings and word-of-mouth recommendation are the most powerful communications tools, so we will continue to use them, and we will seek to develop a network of GTC advocates at local level.

What will success in 2012 look like?

There will be greater public understanding, support for and engagement with the work of teachers. We will have made a significant contribution to raising the standing of the teaching profession through our dialogue with parents, governors, children and all those with an interest in high-quality teaching.

Partners will testify that they have ample opportunity to participate in our work, that our approach to partnership is genuine and sustained, and will value our contribution to their development activities.

By 2012, we intend that the majority of our communications with teachers will be online rather than in print, and offer registered teachers options to subscribe to a greater variety of web-based resources.

Teachers will have a clear understanding of the role of their professional body and feel that registration with the GTC is a positive affirmation of their status as a highly-qualified professional. Significant numbers of teachers will be actively engaged in our network for teaching, project groups, web-based consultation and discussion groups, or through advocacy at local level.

Trainees and other provisional registrants will understand the value of their professional body and engage with us from the start of their careers.

Head teachers will regard the GTC as a valued and authoritative source for information, practice development and networking for their teaching staff.

STRATEGIC PRIORITY 5

GOVERNANCE AND WORKING PRACTICES

Key strands of work

- 5.1 The structure and governance of Council
- 5.2 Greater financial freedom and effectiveness
- 5.3 A performance improvement culture

5.1 The structure and governance of Council

The Council, with 64 members, is large in comparison with many similar bodies.

To clarify reporting and aid strategic decision-making, we introduced the Executive Committee in 2007, but we know from the 2008 perceptions audit that some stakeholders feel that the large size of Council impinges on our decision-making ability.

So we plan to look at how decision-making can be improved further. In this, we will look to retain the valuable insights and contributions from the organisations currently represented on Council, and the wealth of expertise and experience offered by individual teacher and lay members.

The legislation that established the Council requires that every hearing panel must include a Council member. This was thought to be an important principle of professional self-regulation at the time. However, this requirement is now out of step with the guidance of the Audit Commission and the Risk and Regulation Advisory Council; the latter recommends a separation of functions, with structures that minimise any potential or perceived conflict of interest.

We will therefore review the governance of our regulatory work, to consider whether or not those who sit on regulatory committees may continue to be involved in the setting of regulatory policy and standards or the governance of Council.

>> see also **Improving regulation**, page 10

5.2 Greater financial freedom and effectiveness

The GTC is a relatively small organisation with a national remit. We are almost entirely funded by teachers' annual professional registration fees.

Current arrangements prevent us from borrowing, or charging for most of our services. We will seek legislative and procedural changes which will allow us greater financial freedom and more financial options to support future developments.

The Secretary of State for Children, Schools and Families approves the fee following recommendation from Council. Consistent with our proven ability to deliver on our remit, we will seek the responsibility for setting the fee ourselves.

5.3 A performance improvement culture

To ensure that working practices are fit for purpose we will continue to develop and sustain a motivated and well-trained workforce.

The GTC gained initial Investors in People (IiP) status in 2005. This was successfully renewed in 2008, and following the positive comments of the assessor, we intend to seek 'excellent' status at the next review.

To ensure that we manage our projects and programmes efficiently and effectively, we will use tools and techniques based on the PRINCE2 system and the OGC's 'Managing Successful Programmes' programme management framework.

As well as developing the new projects and programmes related to Teaching in 2012, we will streamline our corporate planning and performance management processes. All strands of our work will be managed to optimal efficiency, so that we can achieve our annual targets and medium-term objectives.

The role of information communication and technology is to most effectively support the organisation and its stakeholders.

The relaunch of the GTC website will give us a more effective channel for teachers, pupils, parents and the wider public, and our stakeholders.

Our customer relationship management system enables the efficient recording of comments and requests from registrants and others. During 2010 we will improve the system so that it can cater with the complexities of multiple types of registration, meet the requirements of the Independent Safeguarding Authority, and have the flexibility to cater for future legislative changes.

What will success look like in 2012?

The governance structure for the Council and its committees will aid its ability to make sound, strategic decisions, harness the expertise of Council members and partner organisations, and provide good value for money.

We will have achieved excellent status as an Investor in People, and our staff and member development processes will support and align with its key corporate priorities.

REPORTING PROGRESS

Parliament

The Annual Report and Financial Statements describe our achievements against the Corporate Plan in each financial year. They are laid before Parliament and are also available on our website from the beginning of August each year.

Council meetings

Council meets three times a year in January, July and September/October. Council meetings are open to the public. Council receives progress reports from its committees, determines the annual budget and approves the annual report. Minutes of Council and committee meetings are published on our website and are available through our teacher enquiry service.

Balanced score card

To clarify and communicate vision, strategy and action we will use a 'balanced score card' approach. This will enable us to translate the vision and strategy into implementation, working from four perspectives:

- outcomes and impacts;
- stakeholder perspectives;
- organisational efficiency; and
- learning and growth.

Annual corporate measures

This Corporate Plan spans the period 2009 to 2012. It will be underpinned by a series of annual corporate performance measures specific to each year of the plan (April to March) which will be published on our website in April each year.

Website and magazine

Information about the GTC's work and delivery against this corporate plan will be published on the website on a rolling basis and will feature in *Teaching: the GTC magazine*.

Conferences and exhibitions

The GTC is present at most of the major education events of the year so that delegates can ask direct questions on any aspect of our work.

Teacher enquiry service

Our teacher enquiry service is where most teachers who want to register or change registration details go first. The service also gives information about our work and guides callers to sources of further help and information.



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