



House of Commons

Education Committee

Great Teachers Follow-up

Oral and written evidence

Wednesday 11 July 2013

Chris Pope, Co-Director, Prince's Teaching Institute, Professor Derek Bell, Professor of Education, The College of Teachers, Dr Patrick Roach, Deputy General Secretary, NASUWT, and Dr Lesley Saunders, Visiting Professor, Institute of Education

Peter Kent, Head Teacher, Lawrence Sheriff School, Rugby, Anne Swift, Head Teacher, Gladstone Road Infant School, Scarborough, Dame Joan McVittie, Head Teacher, Woodside High School, Wood Green, and David Weston, Chief Executive, Teacher Development Trust

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James Noble-Rogers, Executive Director, Universities Council for the Education of Teachers (UCET), Pam Tatlow, Chief Executive, Million+, Martin Thompson, Executive Director, The National Association of School-Based Teacher Trainers, and Professor Chris Husbands, Director, Institute of Education, University of London

Rt Hon David Laws MP, Minister of State for Schools, Department for Education, and Charlie Taylor, Chief Executive, National College for Teaching and Leadership (NCTL)

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The Education Committee

The Education Committee is appointed by the House of Commons to examine the expenditure, administration and policy of the Department for Education and its associated public bodies.

Membership at time Report agreed:

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Neil Carmichael MP (*Conservative, Stroud*)

Alex Cunningham MP (*Labour, Stockton North*)

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Chris Skidmore MP (*Conservative, Kingswood*)

Mr David Ward MP (*Liberal Democrat, Bradford East*)

Craig Whittaker MP (*Conservative, Calder Valley*)

Charlotte Leslie MP (*Conservative, Bristol North West*) was also a member of the Committee during the inquiry.

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Emma Gordon (committee Assistant) was also a member of the Committee staff during this inquiry

Contacts

All correspondence should be addressed to the Clerk of the Education Committee, House of Commons, 7 Millbank, London SW1P 3JA. The telephone number for general enquiries is 020 7219 6181; the Committee's e-mail address is educom@parliament.uk

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Taken before the Education Committee on Wednesday 17 July 2013

Members present:

Mr Graham Stuart (Chair)

Neil Carmichael
Alex Cunningham
Charlotte Leslie
Siobhain McDonagh

Ian Mearns
Chris Skidmore
Mr David Ward

Examination of Witnesses

Witnesses: **Chris Pope**, Co-Director, Prince's Teaching Institute, **Professor Derek Bell**, Professor of Education, The College of Teachers, **Dr Patrick Roach**, Deputy General Secretary, NASUWT, and **Dr Lesley Saunders**, Visiting Professor, Institute of Education, gave evidence.

Q1 Chair: Good morning and welcome to this session of the Education Committee. I am grateful to the four of you for joining us today. We are following up on our *Great Teachers* report of a year ago, and today we are looking at the proposal in that report for the establishment of a college of teaching. Can I start by asking you how realistic you think it is to draw comparisons between this putative college of teaching and existing colleges, such as the Royal College of Surgeons? How similar will they be? Will there be very significant differences?

Chris Pope: Certainly the model of the Royal College of Surgeons is one that loomed large in the work of the commission that I am chairing. I think you know the people who have taken part in that commission; Jonathan Shepherd from the Royal College of Surgeons was part of that. What we feel is definitely realistic is the idea of a professional body that teachers would aspire to be members of—in other words, something where the standards are high, where the body as a whole sets its own professional standards, and that teachers would want to participate in.

Professor Bell: I agree with Chris in the sense that there are a lot of lessons to be learnt from those existing bodies, but it is not a case of just picking that model up and saying, “It works there.” It is like most things; we have got to look at it. The basic principles are there: setting the standards; ensuring professional development; the research input; and the promotion of the profession to reassure public standpoints, the public interest and all of that business. The question is how we do it. The other thing we have got to remember is that the environment today is completely different from when the medics set theirs up. We have got about 500 years to catch up on, so it is going to be a bit of a journey to do that.

Chair: Yes. We have very powerful unions as well, which are an important part of the landscape. Patrick, what are your thoughts?

Dr Roach: It is nice of you to acknowledge our existence—continued existence—on the education landscape. An important existence it is as well. From the point of view of the NASUWT, the idea of a college of teaching is one that we would endorse in principle. The acid test is what that means in practice.

You draw comparisons with what exists in the medical profession, and it is important to interrogate very closely what exists in the medical profession: not one college, but many. There is an issue of plurality: recognising the diversity of professional skills and paradigms that are brought to bear in relation to medicine. The question for teachers is whether or not one college is the right way to go.

Q2 Chair: You pose that question; could I ask you, Patrick, what your answer to it is? Do you think there should be one, or do you think there could be a number?

Dr Roach: We welcome the opportunity to debate this very issue and the very idea of a college of teaching, and a blueprint has been offered up for discussion—a straw man idea, if you like. We want to debate that and we will be submitting our evidence and our views to that consultation, but we will be posing the question: “Why limit this to one college?” I do not think that is the only key issue. The blueprint touches on—although I think it could go somewhat further—the relationship between a college of teaching as a body promoting professional development and high-quality professional practice, and as a regulatory system for the teaching profession and professions allied to teaching as well. We have very serious concerns that that is where the comparison with medicine falls down. Whilst we may have a Royal College of Surgeons, for example, we also have a General Medical Council and the BMA, which provides that representative voice for doctors. If we are to have a valid, legitimate, effective and authoritative college of teaching, then we do have to address that question of professional registration and regulation.

Chair: Thank you. Lesley?

Dr Saunders: Thank you. One of the key differences lies in the fact that the professional domains of teaching—that is to say curriculum, assessment, and, to some extent, pedagogy—are within the domain of central Government, and so there will be a necessary exchange or transfer of responsibilities and authority. That is not the case in the other professions, so there are some key differences to be negotiated here.

Q3 Charlotte Leslie: I should probably declare a slight interest, in that I have worked with Derek and Chris, to a certain extent, on looking at this idea. To pick up on Lesley's point of repatriation of powers back to the profession, to what extent does the panel think that this Government—and any other Government that may come in—is aligned with that idea? We have heard this week that it has got explicit cross-party support, which is fantastic news. To what extent do you believe that governments are ready to hand back powers to the teaching profession?

Professor Bell: It depends how cynical one is at the point you ask the question. The fact there is cross-party support is very positive, and this is something that would have to happen over a period of time. The college, or whatever the body is that is established—assuming it is—would work with all the parties and start to move towards a phase where that transfer of responsibilities genuinely could be made with the confidence of the politicians, the public, teachers and students. That is absolutely critical. It cannot happen as just: "Here you go. Get on with it." This is me being probably over-optimistic, but it might be a case where political parties get together and see education as a long-term issue that they work together on, rather than continually fighting and changing because they do not happen to like a particular aspect of what is being done at the time.

Charlotte Leslie: Does anyone else have any thoughts on that?

Dr Roach: I will certainly offer up some thoughts. It is, on one level, encouraging to see cross-party support for the idea, but as I said earlier, how that translates into practice is critically important here. Fine words are great, but we have to assess this in terms of deeds. What we have at the present time is an increasing sense in which the generality of the teaching profession—if I may use that expression—feels somewhat professionally disenfranchised and professionally demoralised as a consequence of other facets of Government policy. We cannot take the idea of a college of teaching in isolation from everything else that is happening to teachers and the teaching profession at the present time. The mooted notion of an authoritative voice for teachers—which, by the way, we would have some difficulty with, because we are an authoritative voice for teachers—at a time when social—

Q4 Chair: So you want a college of teaching to be set up that does not have an authoritative voice for teachers.

Dr Roach: No, no.

Chair: You are saying you are supportive in principle and then saying that you do not want that to have an authoritative voice.

Dr Roach: Let me respond to that. Our response to the blueprint would be to seek to differentiate between a college of teachers and a college of teaching. We think that is an important distinction to make. I think you can have an authoritative voice for teaching that sits alongside authoritative voices for teachers, of which we are one.

Q5 Charlotte Leslie: Are you recognising quite a clear distinction between the very valid role of unions in protecting and promoting the interests of the individual practitioner, and the sibling role, if you like, of a college whose sole purpose is to protect and promote the practice itself and not the practitioner? Is that the distinction that you are making?

Dr Roach: If I may say, that is a very eloquent way, and a very helpful way, of expressing our view, but it is not just the individual practitioner. I want to make that point clear. Whilst unions like mine have a key role to play in protecting and promoting the interests of individual teacher-practitioners, we also stand up for the collective interests of the teaching profession, because without that collegiate interest of the profession as a whole, the individual needs and expectations of teachers are seriously undermined. I come back to this point: are Government ready for the idea of a college of teaching? If Government respect the voice of the profession and are prepared to sit around the table with the profession through its trade unions, with a college of teaching, and to say, "Let's debate together, in a context of social dialogue, how we shape and move forward policy in education," that would be helpful.

Dr Saunders: I wanted to come at this from a slightly different perspective, which is: what is it that we think teaching is? There are still some ideas floating around about it being primarily a vocation—a craft-based practice. There needs to be recognition of the immense knowledge base that is required of teachers as well as a whole range of skills and, crucially, a set of values. Until and unless Government and others appreciate what is entailed in teaching, it will be difficult for them to cede some of that centralised power.

Charlotte Leslie: You are saying, in a sense, the college of teaching would have to prove itself to be a proponent of the best parts of professional teaching and then Government would have to respond.

Dr Saunders: Yes, I think so.

Q6 Alex Cunningham: Do you see any particular challenges for a college of teaching, particularly in light of the removal of the requirement for teachers in state-funded schools to possess qualified-teacher status?

Professor Bell: My personal view is it is not appropriate that people are allowed in without any qualification whatsoever and with no clear programme for their training. There has always been a way in which people could come into the classroom, but they would start a training programme and that programme would lead to qualified-teacher status, which is, at the moment, the licence to practice for most teachers and should remain so. There is no other profession that you would be allowed into without that qualification. That is something we have got to look at. We have got to be careful when we introduce new schemes that it is absolutely clear whether people are being led to a qualification.

Q7 Alex Cunningham: So a college of teaching would not, in fact, fulfil that role of guiding these people through any form of training or best practice,

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or anything of that nature. What is the role? If there are not professional teachers, what use is there in having a professional organisation?

Chris Pope: Taking the blueprint, which addresses that question in some ways, it is looking beyond just QTS. One criticism of the current system is that, whereas there has been a requirement—although there is no longer—for QTS as a minimum, there is absolutely nothing after that; in other words, you are just in the classroom and you can spend 30 years without having necessarily undergone any professional development at all, which is not the case in most other professions. There are two different aspects. This comes back to Patrick's point about the regulatory role of any college of teaching. One way in would be to look at it from the point of view of regulatory minimum, and QTS would loom very large in that. The view of the commission in debating this was that what is needed is something that looks beyond that, and therefore QTS and issues of QTS would be absorbed into a much longer and bigger path. You ask what it would do if it is not nurturing professional development. Quite right; the whole point is that it would nurture professionalism and professional development. The mechanism that the blueprint suggests for that is one of a detailed mentorship and individual portfolios, and you will have seen that in the blueprint document. Therefore, QTS and the requirements of QTS would just be absorbed into that.

Q8 Charlotte Leslie: Are you saying that QTS would not be the end of training, as it is now, but mark the beginning of a journey up the grades from associate to fellow, like you go from registrar to consultant as a doctor?

Chris Pope: Exactly so. Therefore, the requirements of QTS would be part of it, but the college of teaching would almost certainly, in the structure that we have put forward here, require greater levels of professionalism for membership than the requirements of QTS, which you can think of as a minimum.

Q9 Alex Cunningham: But you could start at a much lower professional base. You could be a soldier walking into a classroom.

Dr Roach: I have no concerns about soldiers coming into the classroom, provided they are suitably equipped. That does mean the starting point for that should be, quite rightly, holding a recognised qualification for teaching. That should not be the end of the journey for the teacher. I absolutely agree with the concerns that have been raised by other colleagues here that, all too often, the opportunity for teachers to access continuing professional development is extremely limited, and we need to do more to ensure that teachers do have that access. That means that we have to address issues in relation not just to the professional expectations on teachers, but the professional conditions on which teachers are employed. We need to have a rubric that is not just in the context of what a college of teaching might promote, but a rubric in relation to any national framework in terms of the terms and conditions of teachers and professional standards that set out what

the career journey might be for any given teacher. Previously, we had a set of progressive professional standards for teachers, linked to career development stages for teachers. I think that is something we need to have a closer look at, which builds on QTS and does not see QTS as the end of the journey.

Q10 Charlotte Leslie: One of the faults that many people have reported to me is that the progression in Advanced Skills Teacher stages has always been Government-imposed and not generated and owned by the profession. Has that been a limit on how solid those various stages of career progression are and how they have remained? They have come and gone, and they still do not have recognisable status outside of the profession. My test is that you can go to a drinks party and say, "My spouse is a consultant surgeon," and everyone knows what that means. You do not go to many drinks parties and say, "My spouse is an Advanced Skills Teacher." People do not tend to know what that means; it does not have traction in the outside world, which is partly to do with what the status of teaching is about. Is that because the profession has not owned it?

Professor Bell: I think it is partly because those positions that you refer to—Advanced Skills Teacher and Excellent teacher—became jobs; they did not become professional levels. That is the biggest difference. As a consultant, you become a consultant and then you get a job. That is the big difference. We have got this confusion between professional levels and expertise and recognition for that, and the jobs that people do. That is one thing.

Going back to the point the Chair made earlier about what we can learn from other professions, we have always got to be careful about transferring models, but as an accountant, I could go in and be accepted by a firm of accountants as an articulated accountant. I would be given training from day one. I do not start off trained to do the job; I get training as I come in. This is the problem with bringing people into schools without any pre-training. If they come in—and, given that we need extra teachers, it is not an unreasonable thought—there must be a training programme in place for them as they enter that is appropriately validated and accredited by a recognised body. That might be an existing training provider or it could be another body, which we might want to discuss at a later date.

Q11 Mr Ward: Why are we where we are? I am an accountant. I started as a trainee public-sector accountant. I had to train to be qualified to get the jobs that were then available and progress and so on. I spent 30-odd years in schools in governor and other forms. I have never understood it. Why are we where we are in the teaching profession?

Chair: I would like short answers to that question.

Mr Ward: We cannot get to where we want to be unless we know why we are not already there, when we have a profession that has been around for a long, long time.

Professor Bell: The short answer is it has been over-politicised.

Dr Saunders: Another answer is the history of the profession as being a feminised one for a long time, and therefore lacking status.

Q12 Charlotte Leslie: I just have one final question, about the medical analogy. Patrick, you asked whether we need one college or many. The Royal College of Surgeons encompasses all sorts of surgery—cardiac, neuro and so on—and there is the British Orthopaedic Association and various other associations within it. Recently, the College of Emergency Medicine arose from that and broke off as a separate thing. This is mainly to Patrick, as he raised it. Do you see the college of teaching being more along the lines of a single college, growing up with quite distinct specialities that, down the line, may break off and become separate entities? If not, how would you set up multiple colleges from scratch?

Dr Roach: You also want to promote professional ownership and agency here, and that is part of the debate that has to be had. For me, it is not about rushing to a college-of-teaching solution. Those are possible pathways in relation to how this entity, or these entities, may be established. The concept of a breakaway is not something that I would necessarily subscribe to, but we have got to have on the table as part of the debate the question of how we represent and reflect the diversity of skill sets: for example, primary teaching; secondary teaching; special-education teaching; working with disaffected pupils in alternative provision—whatever it happens to be. How do we ensure that, when we talk about a voice in relation to teaching practice, that diversity is properly reflected in a college? That, for me, is the question that needs to be asked. At the moment, the blueprint does not ask that.

Professor Bell: I would not start with the premise that we are starting from scratch and things will break off. We are not starting from scratch. There are a lot of organisations out there, as we know, subject associations being one group and the existing College of Teachers being another. Part of the trick of this is to bring those together. You can see a model where a royal college of teaching that has general support across the whole education spectrum could be that body that brings these people together. You have got your specialisms, you have got all of that expertise that already exists, and you are building on that; you are not turning round and saying: “Forget what you have done already; we are going to start again.” That is the biggest mistake. That often happens in education: people try to start again, instead of from where we are.

Q13 Chair: How do you get the balance right? One of the purposes of the college of teaching, in everything we say it is, is, in some ways, to create a bulwark between the profession, which owns its own standards, and people like us, frankly—politicians. There is less of a blockage between political whim and action in teaching than there is in other professions. Saying that, which I think people broadly would agree on, how do you get the relationship between this college and Government at the right level? Can it be truly independent of Government? It

will need to work with Government. How do you see the relationship between Government and the college going forward, Derek?

Professor Bell: As I said earlier, in my optimistic moments, it would be a way in which it would not be just the Government of the time; it would be all-party progress.

Chair: We cannot remake political policy-making because you want to have a college of teaching.

Professor Bell: No, I agree with that, but it is about that dialogue: that we do not get these sudden lurches from one thing to another, which completely knocks the profession, particularly in schools, into all sorts of situations where they feel, “It is not worth doing anything. We will just sit on our hands and wait until the next one comes along, because it will come back to what we did 10 years ago.” We have got to get that dialogue going. Regarding how independent it will be, it has got to be independent in terms of its thinking and what it is able to say. What one would hope is that by constant dialogue, you would avoid these major clashes that, to be honest, do nobody any good. When we see clashes on television, whatever is going on, that degrades the profession in all its forms.

Chair: And if it is to succeed, it needs a consistency of policy approach from whoever is in power that we have not seen in the past.

Professor Bell: Yes.

Q14 Neil Carmichael: Surely one of the things that would characterise a college of teaching is its ability to talk on behalf of the teaching profession in an autonomous, independent, respected way. That would require it to be at arm’s length from Government and from politics. That is really what is lacking, and that is really what is behind David’s question. For decades, teaching and teachers have been aware of various Government initiatives. You can go back to the Houghton report, or whatever it was, that set up a salary structure, and all of that history, which basically means that teaching, teachers, their regulation, their payment, their this and their that is all something to do with the political system. The royal college could be that instrument that really does represent the profession in a proper professional way. Would you like to comment?

Dr Saunders: One of the broadly welcomed duties and powers of the General Teaching Council for England was to provide formal advice to the Secretary of State. That advice was compiled on the basis of a variety of sources of evidence, some of them coming directly from the profession, some of them coming from research, some of them coming from experts in particular fields. For a while in the early 2000s, at any rate, that independent advice, especially around teachers’ professional development, I should like to say, was extremely influential on Government policy.

Chris Pope: I would like to come in on this. There are two key things to address on this point of independence and the way that it would work with Government. Firstly, the financial independence is absolutely key. The organisation needs to be able to withstand political cycles and therefore—this is clearly in the blueprint—it needs to be financially independent of Government, in order to provide that

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continuity. That is one key element. The second thing is exactly Lesley's point: that the dialogue needs to be rooted in evidence. That is the key way in which confidence will build between any future Government and this body, in that it needs to be seen to be providing solid advice rooted in evidence. That is the way to build up that confidence. My personal view is that this is something that will take time. To get to a situation where all the other professions are is not something that is going to happen overnight. It is 500 years of the Royal College of Surgeons that we are trying to compress here, but those, for me, are two absolutely key points.

Q15 Mr Ward: Derek, I think you are involved in looking at the chartered teacher scheme. This is not necessarily an alternative, but has it got legs on it? Is it something worth doing?

Professor Bell: Yes. It is not separate, because chartered status for individual people is a professional recognition, not a qualification, because it requires a commitment to maintaining standards, continuing professional development, etc. It is not like my Masters or my PhD, or yours, or whatever, which you do, you walk out of the exam room, and that is it. It is something that goes on. It is not different; it is something that would fit in a hierarchy of membership and professional recognition within a college. It is not separate from that point of view.

Has it got legs or not? I introduced it when I was at the Association for Science Education; we established the chartered science teacher. The last lot of figures I have got show there are about 300 or 400 who have registered to be a chartered science teacher and are recognised as such. There are a number who are at a level slightly below that, which is called registered scientist; there are 200 or 300 there. So, there is a small group of people starting there. If you add to that the fact that the Royal Geographical Society have got a chartered arrangement for teachers in geography, the mathematicians have set up a chartered arrangement for mathematicians, and I understand English have set one up for English, there are a number of bodies who have already thought it is worthwhile doing. As to whether it has got legs, the evidence we have got says yes, but at the moment it is still relatively small in terms of status. When you talk to people about it, people say, "Oh yes, that is interesting. I am like a chartered engineer or a chartered accountant." They recognise the term. That is one of the things that is important in all of this: that we do not get ourselves sucked into creating completely new terms that the public do not recognise. That goes back to what Charlotte was saying about Excellent Teacher status. They partly became jobs, but those standards were the standards that somebody who held a chartered position within any of the other professions would require.

Q16 Mr Ward: Aren't you describing a dog's dinner here? There are bits all over the place. You can have a charter in this particular topic or subject area but not in that one, and if you do not have it in that one, you are less of a professional than somebody who has got it in a particular topic area over there.

Professor Bell: It could be a dog's dinner. In a way, this is why you need something like a college of teaching to come in and provide that consistency. The key thing is that the standards and the expectations that people are required to meet are maintained as equivalent. When I set the chartered science teacher up, I linked it to chartered scientist, which is exactly the same as chartered physicist or chartered engineer, so that nobody could turn round and say, "What you are doing is below the standard of any other chartered status." The requirements are exactly the same. I can send you all the details of those if you have not already got them.

Q17 Mr Ward: In terms of the administration of it that you have just referred to through the College of Teachers, haven't you said that it does not have sufficient public profile or capacity to implement the chartered teacher scheme?

Chair: We said that.

Professor Bell: No, they said that. Let us distinguish between the existing College of Teachers and the college of teaching that we are talking about setting up. One of the roles of the new college of teaching, in my view, would be to look at these different chartered statuses and try to bring them all together so that they are recognised as being equivalent across the board.

Q18 Neil Carmichael: Lesley, we have already touched on the General Teaching Council for England, because you brought it in, but I want to explore some comparisons between that and a royal college. I was just wondering if you would like to set out your interpretation of what those differences might be.

Dr Saunders: The range of possible options for a royal college of teaching is still quite open, but I am getting a strong impression that the consensus is that it should be voluntary and not mandatory; that it should not seek regulatory powers; and that it should focus instead on career progression and professional development. You will know that the General Teaching Council had greater powers than that, including regulation and sanctions. There were some powers that it did not have, including setting the standards for teaching, and I think that is a critical issue to be discussed: where the power for setting standards, both for initial entry and for ongoing career progression and deepening expertise, should lie.

Q19 Neil Carmichael: That is a really interesting point. I am going to ask Chris about regulatory functions in a moment, but would you see a college taking a role in setting standards and career progression within the teaching profession?

Dr Saunders: I have a very open mind about the proposed college, because I think there are still quite a lot of issues to be thrashed out. In my heart of hearts, I think a college of teaching should have those powers and duties around standards. I am not sure yet exactly where they cut in in relation to the powers and duties of the Secretary of State and so forth.

Q20 Neil Carmichael: In parallel, we have got, for example, Sir Michael Wilshaw talking about head teachers being able to promote teachers and having

the best teachers in the classroom, and so forth. From the point of view of a head teacher making those sorts of decisions, he or she might be assisted by a college with the sort of scope of responsibilities that you have just laid out. Is that something we could say?

Dr Saunders: One would hope that head teachers would be very much involved in the standard-setting. If this is going to be a body that is grown from inside the profession, then it is clear from talking to my colleagues here that head teachers will be playing a critical role, and therefore they would be part of the standard-setting process.

Q21 Neil Carmichael: What about dealing with head teachers and teachers who are not up to standard?

Dr Saunders: Well, there were two sets of sanctions that the General Teaching Council was able to impose. One was in relation to professional incompetence, and the other was in relation to professional misconduct. As I understand it, professional misconduct is now dealt with by the Secretary of State, or whoever is delegated to do so, whereas competence now resides at the level of the individual school or employer. It is absolutely crucial that those cases, where they arise, are able to be dealt with. What I would say from a small piece of research I did when I was at the GTC is that issues of incompetence can manifest as issues of misconduct. I will not go into all the details of that—there is a report available—but there is not such a clear-cut distinction between conduct and competence as we might like to suppose. What is absolutely clear is that there must be a system for identifying and dealing with and imposing sanctions. There should, in my view, be a tariff—a graduation of different sanctions.

Q22 Chair: But you do not think this should be a role of the new college of teaching in any case. Is that right?

Dr Saunders: I am open-minded about that. I suppose I tend towards the view that the college of teaching eventually ought to have very wide-ranging duties and powers, as befits a professional body, but to go for them at this point I think would be difficult and politically impossible.

Q23 Neil Carmichael: Lesley, we are touching upon professional conduct here; you opened that subject up quite skilfully. As a parallel, do you see the college of teaching taking the same kind of role as the Law Society has in the conduct and performance of lawyers?

Dr Saunders: I honestly do not know. As I said just now, it would be desirable and ideal in the long run for a college of teaching to have considerable powers and duties in relation to competence, conduct, standards and all the rest of it. At the moment, it would be politically naïve to expect that it could or should operate in that way.

Q24 Neil Carmichael: Thank you. Chris, first of all, do you think the regulatory functions should rest with the college of teaching?

Chris Pope: Initially, no.

Neil Carmichael: But like Lesley, you think that is potentially something that might happen later, given a political change?

Chris Pope: Potentially, yes. This segues nicely from the line of argument that we have just had. I would point out that there is an absolute vacuum in terms of the aspiration, the professional development and all the things we have been discussing, whereas, even if the structures are not necessarily perfect, at least there are systems in place for dealing with incompetence and misconduct. I would have thought that the focus needs first to be on raising the game of the majority of teachers.

Q25 Neil Carmichael: Do you think the parallel I drew with the Law Society is potentially an appropriate one for the college of teaching?

Chris Pope: In the longer term, yes; there is no reason why it should not go in that direction. As we have said, I cannot imagine that this is a process that can be rushed if we are going to keep the hearts and minds of teachers, which is the essential element at this point.

Q26 Neil Carmichael: One of the criticisms of the General Teaching Council for England was that it perhaps had overlaps with other organisations, like the Training and Development Agency. Do you think that is a fair point, Lesley?

Dr Saunders: There were similarities in the general wording of their remits, but they were entirely different kinds of body and they had different purposes and functions.

Q27 Neil Carmichael: We have been talking about the independence of the college of teaching, and therefore we need to discuss the financing of it. I do not think teachers were overly pleased about the payment for the GTCE. Derek, would you like to say something about how you see a college of teaching being funded?

Professor Bell: Initially, we have got to somehow find some underwriting to funding in order to ensure that it would last for a minimum of, say, five to 10 years in order to build up. Ultimately, it would be ideal to be able to do it entirely with subscriptions. If you take the number of teachers there are, you could fund it on a relatively small subscription, but that is only if you get everybody in. You have to model it. The figures that were in the report were modelled on approximately 25% of people joining it after 10 years. If you do it at that, these are the figures that come out, so you can see what you can do to those figures going forward if more people come in. To get sufficient funding to start to establish this body on a sound footing that is guaranteed so you can put a business plan in place to run for a minimum of 10 years is going to be one of the biggest challenges. If at the end of that time it has not worked, it is probably never going to work. We have got to get that funding, but we have got to look at the subscription rates.

This comes back to talking to the existing bodies that have some sort of role for teachers, because it may be possible—I underline “may” at this moment—to negotiate a situation where some of their subscriptions

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contribute to the college of teaching, because they will then start to take off some of the functions to ease their burden in order to move that away. At the moment, a teacher who is a member of a subject association, a union and something like this could be looking at £400 or £500, which is an awful lot of money.

Q28 Neil Carmichael: What do you think is the critical mass of a college? How many teachers would you expect to be in it to make it pack a punch? Chris, you have done some work on this, I think.

Chris Pope: Yes. That was behind the modelling assumptions. The 80,000 is about 20% of teachers. The feeling was that if, after 10 years, there was anything less than one in five teachers, it probably was not going to pack any sort of punch. The implicit assumption of the commission was that that was, if you like, the worst-case scenario.

Q29 Neil Carmichael: So there is a critical mass, and there is a tendency for voluntary contributions—but not too huge, to take your point, Derek. How would the governance of this structure look?

Chris Pope: We spent quite some time talking about that on the commission, because it is very clear that if this body is going to be truly independent it must not be captured by any special interest group. There is a proposal in there of a double-board structure. You may have seen it. The idea is that you have the normal executive with its board, but then you have an additional layer of what we termed trustees, none of whom would come from the world of education and whose sole function would be to ensure the proper governance of the whole organisation. To a certain extent, one can never construct a totally bulletproof organisation on paper, but that certainly would be a way forward, and we are welcoming suggestions in the consultation as to whether that is effective or not.

Q30 Neil Carmichael: If you look at all the professional bodies that you could possibly do, one of the obvious features of most of them is that they have got traditions and history and all that sort of thing. In this case, that would not be there. Where do you think that would come from? What would be the culture of the body?

Professor Bell: Can I go back to my earlier point? We are not starting from a clean slate. The Association for Science Education, for example, has a history of 100 years; it has just celebrated 50 years as ASE, but it goes back to 1901. The current College of Teachers has a history that goes back to 1846. There is history there. That is part of the problem, actually, because there is a plethora of histories there, but there is history. We can build on that, and there are mechanisms in place that could be easily adopted, with slight adjustment maybe, to fulfil some of the functions. Again, the existing College of Teachers, for example, has a process for accreditation of individual qualifications outside of the university realm, which a lot of people recognise and fully appreciate the value of. There are mechanisms that we can bring in. It is not a case of having to build it up from nothing; we have got pieces to build it in.

Chair: Thank you very much. We will have to move on.

Neil Carmichael: I think Patrick should say something, because I have not asked him a single question yet.

Q31 Chair: Okay. Patrick, you run a membership organisation—a trade union—and you have to fight to persuade members to pay you their dues and you compete with other pressures on their finances and, indeed, other unions. Is there a cat in hell's chance of a new player coming in and this college managing to get the kind of money that Chris has itemised as being necessary to get this off the ground? What do you think?

Dr Roach: The question is what its USP is and what it offers to teachers. The fact of the matter is that we are a trade union organisation—that is what NASUWT is first and foremost—but we are also a professional association. We provide professional development for our members. I do agree with the notion of the voluntary nature of a college of teaching, but teachers will be asked to make a choice. The issue of the membership fee may have some salience here, but I am not sure that is the overriding issue. The issue for teachers will be: “What will this offer to me in terms of enhancing my professional status, improving my professional practice, and enhancing my career?” Those are issues that will be uppermost in the minds, certainly, of my members.

Q32 Chair: What is your gut feeling, Patrick? There is a lot of work going into this. In the landscape we have got, packed with unions like yours that offer professional development as well as union membership, has this tender plant any chance of being allowed to get enough light to survive?

Dr Roach: Without sounding like I am engaging in a circular argument, the right college, in the right conditions, could flourish. It is a good idea. It needs to be executed correctly.

Q33 Mr Ward: I am confused as to where this is going. I was an accountant, but I was also a trade union member all the way through my profession. There was no incompatibility between us. You are talking about possibly 20% in five years. Aren't we aiming towards a situation where if you are a teacher, you pay your subs and it is 100%—you are either a teacher or you are not a teacher?

Chris Pope: Yes. That is certainly the aspiration. The question was: “What is the absolute bottom level below which it is a dead duck?” One in five is the answer to the second question. The aspiration is certainly 100%.

Q34 Ian Mearns: I want to talk about setting professional standards, but before I do that, does anybody think we should have any national organisation or body engaged in work force planning for teachers?

Chair: That is slightly off topic.

Ian Mearns: If you think it would be a good idea to have work force planning for teachers, would that fall

under the remit of a royal college or a teaching college?

Professor Bell: No.

Ian Mearns: It would not.

Dr Roach: No, but I certainly think it is right that there should be national oversight in relation to work force planning. That starts with asking the question: what kind of work force do we need in schools? We need qualified teachers and we need an array of other professionals working alongside teachers. Schools individually can do so much in terms of their own institutional work force planning arrangements, but we need to take a system-wide look at this issue. At the moment, certainly my organisation feels that there is a gap there in terms of processes at the heart of Government.

Q35 Ian Mearns: Thank you very much. Lesley, you first, please. If the intention is to set up a professional body for teachers, is there wide agreement these days as to what constitutes professionalism in teaching?

Dr Saunders: That is a really important question. I perhaps started to allude to some of what is involved in professionalism in teaching, which is about a body of knowledge, a range of skills, and a set of espoused values. My sense is that teachers themselves understand this well, teacher educators understand it well, but sometimes those in Government are less persuaded about the kinds of knowledge and skills that teachers need. I do not think there is yet a complete consensus about what is meant by professionalism in teaching. My colleagues may have different views.

Dr Roach: There is a consensus that we believe that teaching should operate on the plane of being a profession; there are just different views about what that means in practice. I certainly concur with Lesley's description there in terms of knowledge, skills and values, but we have to add to that the question of teachers' professional agency. There is a lot of talk about autonomy within the system, but autonomy for whom and over what? Some questions need to be raised and considered there. For the generality of classroom teachers, that question of autonomy, certainly my members feel, is not really being addressed. The scope, or the space, for that real professional agency simply is not there.

Q36 Ian Mearns: This has been strayed into by other colleagues, but what will be the impact of the Government's removal of the requirement for teachers in academies to have a professional qualification in terms of the professional standards in the future? How will that help you define what constitutes professional standards?

Chris Pope: I would just refer to the answer that I gave earlier. If this college of teaching is established and brings together the set of professional standards and defines them more closely along the lines of the discussion we have just had, then that exact QTS requirement would be subsumed into that.

Q37 Chair: I do not want to make anybody repeat themselves. Has anybody got any additional points they want to make? Patrick, as ever.

Dr Roach: Yes, there is an additional point. Firstly, we do think that removal was a deeply retrograde step, and not just in relation to academies as such, but the deregulation in relation to support staff in schools now means that any school may deploy staff without QTS to take responsibility for a class or group of pupils. That is not a good place to be as a starting point. This does have implications for a college of teaching. So far, our discussion has been in relation to teachers as we conceive of teachers—i.e. people who are, presumably, postgraduate, professionally qualified and so on. But in the brave new world that we seem to be moving into, a college of teaching could have as much salience for para-professionals working in schools, working in classrooms, supporting children's learning and development, removing barriers to learning—whatever it is—whether that is teaching assistants, learning support assistants, or whoever. When we are considering this blueprint for a college of teaching, we do have to ask the question: "A college of teaching for whom?" That comes back to the question of professional regulation and registration of teachers. Is there a profession that is clearly identified, clearly with a requirement to be registered and regulated in some shape or form, as we can see in the medical profession?

Q38 Ian Mearns: It just strikes me that if you can have soldiers or police officers coming into the classroom, you can have plumbers, bricklayers or electricians coming into the classroom and being represented by Len McCluskey and Unite.

Chair: How long has it taken us to get there? That was a sponsor's announcement. Carry on.

Ian Mearns: I just think that sometimes Secretaries of State should be careful what they wish for. That is all.

Professor Bell: Can I just underline that there is nothing wrong with plumbers and people coming into the classroom? Indeed, we need some of their skills coming in for some of the areas we have got shortages in. But I underlined the point earlier that they must come in with a training programme that is recognised to be a professional qualification. That is the key.

Q39 Ian Mearns: Derek, I could not agree with you more. I am just making a petty political point. With recent changes to initial teacher training, how easy will it be for a college of teaching to quality-assure the range of training routes now available, especially, for instance, the school-based routes such as School Direct?

Dr Saunders: I think it will be difficult. The GTC did not have that responsibility, so I cannot speak from direct experience, but it sounds like it would be a very tricky thing to manage. I think I must defer to others.

Professor Bell: It comes down partly to the question of regulation as well, and to the extent of what that regulation is and whether it extends to training programmes. There are some professional bodies, for example in engineering, that accredit university courses and have a process where they do it, which is a massive undertaking. Certainly in the beginning, a college of teaching would not be able to do that; there are more important things to do. But it would certainly

be able to present a view and evidence in relation to that sort of approach in order to help to ensure that the quality is there that is required and it is not going to be brought in in a way that is going to diminish the quality of the teaching profession.

Dr Roach: This is one of the ways in which a college of teaching could make a vital contribution to the current landscape. The policy of School Direct, as an idea in principle, is not a problem; it is how it is executed. Many schools are continuing to work with HEIs in relation to ensuring the integrity of the theoretical, or academic, underpinning to their initial teacher education programmes. Long may that continue. I think universities would want to continue to play a key role in working in partnership with schools as schools get on with the business of supporting initial teacher education. If the interface between the college of teaching and HEIs is clear, and the interface between HEIs and schools providing School Direct opportunities is also clear, the college of teaching could make a real contribution in ensuring that there is clarity about standards in relation to initial teacher education, which can be cascaded through those relationships, but particularly through the conduit of the universities.

Q40 Chris Skidmore: When it comes to accreditation, how would a new college of teaching be recognised nationally, or even internationally, if there is no compulsory membership? How would you go about setting a standard that would be recognised?

Chris Pope: Can I speak to the blueprint? We are in the middle of our consultation phase and I am expecting some further thoughts on this. The idea would be to have a certifying process, so the initial tier of Associate of this college of teaching would, frankly, only mean you are on the path somewhere; it really kicks in in terms of what would be required to become a Member, and even more importantly—and this is the aspirational bit—to become a Fellow, where we propose there would be re-certification every five years. To what extent is this recognised in terms of the standards required? That is part of the work that would be done: to define exactly what the standards would be to hit those tiers.

Chris Skidmore: And that would be based on merit.

Chris Pope: Yes. It would be based on an individual portfolio, and the mechanism that we have put forward here is one that would be able to cope with more than just one path. One of the difficulties that we have in the system at the moment is that seniority is very much aligned to school leadership, i.e. becoming a school head. There needs to be something in the system, we feel, that recognises equal seniority, if you like, but at the classroom practitioner level, so a really excellent English teacher would have parity with a really excellent head teacher.

Q41 Chris Skidmore: Would that involve observation of lessons? I am a fellow of the Royal Historical Society, for instance. I had to submit all my research for publications; it was peer reviewed before I was able to get the title of fellow. Professor Derek, I do not know how you got your professorship from the College of Teachers, and Dr Saunders, I know you

are an honorary research fellow at the College of Teachers. How does it work in the College of Teachers? Would that be akin to a college of teaching?

Derek Bell: My recollection of that one was an advert. I applied; submitted evidence, was interviewed, and was awarded the thing, like any other post. On the question of accreditation, we have to be clear what we mean by accreditation in the first instance, but most accreditation of qualifications that people get is based on what is set out as the minimum requirements, and that gives you the gauge of your starting point, and then it is by some sort of assessment. That might be anything from examination through to observation. The way that we are looking to go down is not necessarily the examination route, but doing it by assessment of certain features of that person meeting characteristics. We set out a number of things that they could demonstrate their knowledge of, expertise in, and competence to carry out. We look at each of those categories and make that judgment of level, and overall that is what position they are given.

It is one of the reasons why I have particularly championed the idea of chartered status, because it allows you that spectrum of evidence that people have got to submit, and it involves peer review, so you have got to have people who are also in the profession saying, “That is good,” or, “That is not good.” It is a collegiate thing. There is also that external thing I keep going back to: people out there internationally know what chartered status is, because it already exists. In a way, I would argue quite strongly that we go down that route as part of this package.

Q42 Chris Skidmore: What I understand—and maybe I am just being obtuse here—is you suggested chartered teacher status, and that is the proposal that has come from the College of Teachers. Why cannot the College of Teachers just expand out? Even I am confused between a college of teaching and a College of Teachers, and surely the public, and even the teaching profession, would be. Why not expand the College of Teachers? If you have made the suggestion of chartered teacher status, and you have the historical links there since 1846—you were the College of Preceptors—and you have got the associate, you have got the fellowship, you have got the accreditation already within the College of Teachers, why not just expand that?

Derek Bell: In my personal view, nothing would go against that at all; I think that would be a way to go. The point is that we have to bring everyone else along. If, having gone through these discussions, other people agree that that is a way to go, then there is a very clear statement by the existing College of Teachers that they would discuss that, and they would make their charter available and go the Privy Council in order to make the necessary adjustments to move that forward. If the College of Teachers just jumps up and says, “We will do it,” we are not going to get anywhere. It is about bringing everybody along, and that is the critical point.

Chair: For the record, Chris was not on the Committee when we did our report.

Derek Bell: No, I appreciate that.

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Chair: The Committee concluded that that was not the best approach and that developing something new, albeit in a collegiate way, would be a more likely way to make a college come into existence. Can I thank

you all very much indeed for giving evidence to us this morning, and can we move as quickly as possible to the next panel? Thank you.

Examination of Witnesses

Witnesses: **Peter Kent**, Head Teacher, Lawrence Sheriff School, Rugby, **Anne Swift**, Head Teacher, Gladstone Road Infant School, Scarborough, **Dame Joan McVittie**, Head Teacher, Woodside High School, Wood Green, and **David Weston**, Chief Executive, Teacher Development Trust, gave evidence.

Q43 Chair: Thank you very much for joining us today. I think you heard the first panel, so you have got an idea of the direction of questioning. To start off, how many teachers do you know—ordinary teachers at the coal face—who are excited about the prospect of a college of teaching?

Peter Kent: It is interesting that you posed that question, because I just happened to be leading a staff meeting at school last night, and knowing I was going to be here this morning it seemed too good a chance to miss, so I asked my colleagues—I had about 60 there. I must admit, it was exactly that question, “What are your views on the royal college of teaching?” You know when you ask something and there is this long, slightly awkward silence that follows, and then my head of history said, “I think I have heard something about it on the *Today* programme,” which is always a slightly worrying lead in.

I got colleagues who felt they knew something about it to share thoughts. I would say about 10% of my colleagues had some sense of it. I would have said it was a reasonably well informed cross-section there, although there was a general sense of uncertainty and just, “Why this is happening, and why now?”

Chair: Anyone else? David?

David Weston: The teachers I have spoken to so far tend to say, “I do not really know, because I do not know what it is yet. What exactly is it? Why is that different from the GTC? What is in it for me? Is it right to do it now? Should we be concentrating on other things? Is it going to help me?” They tend to say, “How can I possibly make a judgment until I have seen what it is?” Essentially, they are saying the same thing you are saying, which is, “We need to find out more.”

Anne Swift: I would echo that. The teachers I know, when I said why I was coming here today, expressed surprise and said, “Oh, we did not know anything about that. When is that going to happen?” It was the same sort of thing. There was an article in the *Times Educational Supplement* a little while ago, which raised a little bit of awareness, but not so much that anyone could say people really knew what it was about or what was in it for them.

Q44 Chair: Joan, do you think the teachers are so used to things being done to them, they struggle to make the leap to the idea that they might be able to do something themselves?

Dame Joan McVittie: Just to relate it, I am a mum of two young teachers, neither of whom have a clue about this, but I would absolutely say that, if I asked

my leadership team, every single one of them would know. It is very much about where the teacher is in their career, and whether the focus is just on managing day-to-day survival in the classroom, or whether they have the opportunity and the time to look at the more strategic issues surrounding teaching, so it varies.

Chair: Right, so whatever proposals do come forward, it is going to be a tough ask to turn this into a reality, especially one in which ordinary teachers feel that it is their college, rather than something being done to them.

Q45 Charlotte Leslie: I just want to talk about the teachers having things done to them. How much and how do you think a college of teaching should be and can be independent from Government, and how can that be communicated?

Dame Joan McVittie: I am quite happy to answer that. I do think the college of teaching does have to be independent from Government. In terms of some of the other institutions that have been set up, there is too close an alliance, or a perceived alliance, with the Government. Certainly in the current political situation, I think that immediately builds up a resistance in the heads of some teachers. It is important that the relationship could be seen as equal partners, where either side could listen to each other and take advice from each other.

Anne Swift: I was very struck by where, in the blueprint, it talked about not being at the whim of the political cycle, and that would have resonance with teachers, because we do feel that, depending on the ideology of whoever is the Secretary of State, things happen, and that is how it can feel like things happen to you, rather than with you. If the royal college did anything, if it was truly independent and could be that authoritative voice, which was done through dialogue and discussion—using research, using evidence, the international perspectives, all of that—that would get more buy-in from teachers. They would feel that if it was not going to be this very rapid response to very rapid changes of direction, focus, initiatives, then it might stand a chance. If it can promote that view of independence outside political expediency or change—we are not against change at all, but it needs to be more measured and long term—the long-term impact could be much greater.

Peter Kent: Echoing what my colleagues have said—I agree with all of it—the one bit that does need to be teased out in terms of relationship with Government is this willingness to listen to what the royal college is saying. Part of this whole idea of persuading teachers there is something in it for them and a reason

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to buy into it comes from the voice of this new body being listened to; it is going to have purchase with those who are making decisions, rather than be disregarded. That does require a degree of thinking through and working through in the early stages.

Q46 Charlotte Leslie: As I said earlier, it is very encouraging, very welcoming, that the idea has now explicit cross-party support from all three major parties. Dame Joan, I know you are doing some advising with the Labour party on that. Given that it is not a governmental body, and should not be, can you tell us a bit more about the work you are doing on that front?

Dame Joan McVittie: Purely and simply I have known Stephen Twigg for a long time, because he was a local MP. Stephen knew that I had been involved with you, Charlotte, in the initial forays into discussions, etc., and the initial publication. It was more a question of Stephen ringing me up and saying, “We think this is a good idea. Can you just share with me why you think it is a good idea?” I am equally happy to work with all parties on this, Charlotte.

Q47 Charlotte Leslie: As I know. We have talked about how important it is for party politics to be put aside on this; do you think there is any possibility of building a genuine cross-party consensus and agreement, with people like you, who will work with anyone who is willing to make it happen? Is that a possibility?

Dame Joan McVittie: Certainly, the impression I am picking up from the MPs I have worked with across the parties is that the idea seems to have caught people’s attention. That is the impression I am getting from all parties at the moment; they are keen to see it work.

Q48 Charlotte Leslie: David, I know from your work you have more contact with grass-roots teachers. How do you think we can get the message out to grass-roots teachers about what is going on, and really communicate to them that it is completely dependent on whether they want it or not?

David Weston: It is really, really important that everybody has their voice heard now, because if a proposal goes out as, “Someone else has sat in a room and decided this is good for you, do you agree?” then the initial reaction is probably going to be “no”. If it goes out as, “Here are some options that are on the table; let’s have a good debate and argue about it,” and people feel, “Well, my voice was heard, and I had a chance to express my opinions here,” people are going to get more buy-in to the ideas, because they have been able to shape it.

If we are saying it is a very volunteer-led process at the moment in getting out to every single teacher and making them feel really heard, and then feeding that back, that is a big and potentially expensive process. At the moment, I am concerned that all the energy and enthusiasm is not hitting many teachers. We have to make sure every teacher feels their voice is heard, and does not, like the GTC, suddenly find something pops into their in-tray and say, “What is this?”

Q49 Charlotte Leslie: Does anybody on the panel have any practical recommendations as to how we might do that?

Anne Swift: The consultation period ends on 31 July. Am I right with that? That is not a good time to be consulting teachers, through this period, because it is an extraordinarily busy time for classroom teachers and schools. I know the blueprint is just that—a blueprint—but maybe some alternative models would help the discussion, rather than, “This is one scenario. What do you think of it?” Perhaps putting forward some alternatives might be helpful to get teachers into it, because on the one hand it seems to be a college for all teachers, and yet on the other there is a bit of exclusivity about whether you aspire to be a member of this college or not. I am a bit confused about whom the college is for.

I heard talk in the previous panel about whether para-professionals, other support staff, would be involved in this as well. If that is still up for discussion and those questions can be asked of teachers, that might help lead the debate and shape what might come forward from it.

Charlotte Leslie: You would like a slightly prolonged consultation time, and perhaps some other prompting questions for people to respond to.

Anne Swift: Yes, I think so, because if we do not get it right at the outset, it could be doomed to failure—there are some salutary lessons from the GTC there. We can learn from other models, international evidence as well, but we need what you might call a preparing-the-ground approach, so that teachers understand what is in it for them, because that will be their first question. “I am being expected to pay £120. What am I getting for it? Where is the money going?” That is not an unreasonable stance for teachers to take. There are still a lot of questions around it, and it perhaps does need a little bit longer—more opportunity for thoughtful responses from a wider range of people.

David Weston: Yes, it is really important—as Derek Bell was saying—that we ground it in what we already know. If people see that this does, for example, involve subject associations—and most teachers will have had some contact with subject associations, even if they are not a member—they will say, “Okay, this is slightly familiar at least. I can see the subject associations are involved in it; I can see how my union is involved in it.” By doing that, it is suddenly not, “Here is a completely new entity you need to engage with from scratch.” It is saying, “Okay, I see there are benefits in doing this.” I agree there are a number of different ways that you could do that. The blueprint sets out some questions, but there are other options as well.

Q50 Charlotte Leslie: What other options might be available based on the premise that you have just given?

David Weston: I personally strongly feel that we should be looking at subject associations here; they can drive this quite effectively, because some of them have been developing chartered teacher status already. For me, if there was a transition fund to help subject associations all create this chartered teacher status and

a fellowship status, and if we could then move to a situation where effectively we bring those together and come together into a new body, that could be more effective than just saying we are going to start something completely separately. If everyone has a loyalty to a subject association, they are going to say, "Hang on. How does this relate to that, and how does this relate to other things as well?" Clearly, not everyone agrees with me.

Dame Joan McVittie: I would have to disagree, because across the 90-odd teachers I have in school, I would be surprised if there are even five affiliated to a subject association, quite honestly. The key to reaching all teachers is actually through the professional associations, the unions, because if you go across the school, again, you may find two or three who are not in some sort of a union, but that would be it; the bulk of them would be, because it is that sort of protection, etc.

I totally agree with Anne, in terms of the ending time for the consultation period. It is not good, because this is a particularly tough term for teachers in terms of preparation for the next year. Schools do not wind down at this time, and just coming up to the summer break, I do not think there are going to be many teachers who, between the end of the term and the 31st, are going to take the time.

Q51 Charlotte Leslie: What would your preferred end time be?

Dame Joan McVittie: I think you would need to run into the autumn, to be quite honest, so that teachers have come back from the summer, they are fresh and they are more ready to look at bits of information that come across their desk.

Charlotte Leslie: Does everyone on the panel agree with that?

Peter Kent: I would agree with what Joan has said. It is striking that across the professional and subject associations there is a broad consensus about the idea, and there were very few people who were saying, "This is a poor idea." As we have all reported earlier, the gap that is there at the moment is, as it were, communicating that enthusiasm to teachers.

Dame Joan McVittie: I think I am done.

Anne Swift: Could I just come back about the subject associations? Not every teacher teaches a subject, or even a single subject; very many secondary school teachers teach a range of subjects. In the primary and early years, of course that does not apply so heavily. I am an infant teacher, but I did belong to the Geographical Association; however, that does not mean that would be the right place for the development of this. It needs a wider brief than just being delivered, or considered, by subject associations. There are lots of early years and primary teachers that would not then hit at all.

Q52 Charlotte Leslie: Just assuming that it was not connected with the subject associations, and you have the idea of your subject association subscription fee and your union subscription fee, the blueprint has a membership level of between £75 and £250 a year. What are your thoughts on that? Is it dependent on whether teachers see a unique selling point or

something that is really in it for them? If they did, do you think they would pay that amount? Is it completely dependent on the project that they are being offered?

Dame Joan McVittie: Totally. I very much agree with the things that Patrick said previously. The key question would be: what would be the benefit for me in paying over that amount of money?

Q53 Chair: What will the benefit need to be in order to get them to pay that money? They already get a certain amount of professional development from their union, so it is not exactly unique. What is a proposition that would stand some chance of succeeding at this level of subscription? Peter?

Peter Kent: Echoing that, that was exactly the question my colleagues were asking me last night: "What is in it for us?" If there was something that was substantial, to do with status, portability and developing their career, that was when people were saying, "Yes, we would see the sense of that." I suppose that is along the lines of what we heard earlier about chartered status, but it needs teasing out further.

Q54 Chair: With that combination—status, portability and the chartered career progression element—do you think that might be enough to get people to subscribe in decent numbers?

Peter Kent: That was certainly what I was hearing from colleagues last night.

Chair: Excellent. David?

David Weston: It is interesting if you look at the US National Board for Professional Teaching Standards. They have created a set of standards that are effectively portable; people think they are very good, they are very reliable, but they are not recognised in any way in the pay structure in the majority of states. Effectively teachers are saying, "Well, this is kind of nice, but it is a bit peripheral to my everyday practice." I forget which state it is, but one of the states did recognise it in their pay structure, and they said, "If you get this new qualification, for example, and you move job, you will get a pay boost, and that is portable." Suddenly everyone is going for these standards. They are saying, "Okay, I am going to get qualified. I would like to demonstrate this, because not only is it status, it is going to help me through the rest of my career." I think that we need something like that here.

Q55 Alex Cunningham: Why would professional teachers want to be associated with a body that recognises untrained teachers? There is a wonderful new professional organisation, but you do not have to be a trained teacher to join it.

Dame Joan McVittie: There is still a huge hesitance among the teaching profession about accepting untrained teachers. I tend to be anecdotal, so to go back to when I came into teaching—I started teaching in 1974—they were desperately short of teachers then, so I came out of university, and I was in the classroom five minutes later.

Alex Cunningham: You have done alright then.

Dame Joan McVittie: Scots usually do. I had a two-year programme that the school developed for

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me, but it was very much on an ad-hoc basis. For me, that was the forerunner of ideas like Teach First and the GTP programme. I have been incredibly supportive of those types of programmes, but I do not think it suits all potential teachers. Some young people who want to go into teaching are far better on a course that is much more structured. You could say I went into teaching untrained; I was a graduate, but I was certainly untrained when I went in, so I would have to hold my hands up there.

Alex Cunningham: Other views?

Anne Swift: I think it is important to set a minimum standard for entry into teaching. One of the ways to raise the status of the profession would be to have it as a highly desirable profession that people aspire to—that there are high standards expected. Often the Finnish model is quoted, and the fact that teachers are trained to Masters level in Finland and it is a highly sought-after profession is something we should not dismiss; we should look at that more closely. There are some people who come into teaching who perhaps do not go through the currently recognised routes, but on the whole, that period of time when you reflect on practice and learn about the theory underpinning practice—that space for critical reflection—is one of the things that make teaching a profession, rather than a competency-based craft skill.

There is a little bit of tension in the system at the moment with some of the Government messages, which seem to be that you can have a certain set of competencies, I would call them, rather than standards, which you tick off, and if you have achieved them, you are a fully formed teacher. I think that the ability to reflect critically on your own practice and on research evidence, and to have that theoretical underpinning and space to reflect on that, is vital in what it means to be a teacher and a professional teacher. If the college explored some of those issues, I think that would be a very good thing.

Q56 Alex Cunningham: I am sorry I did not get the chance to put this question to Lesley Saunders, but she gave us a new word this morning—it is a new word for me certainly. She was talking about the profession maybe not being given the status that it deserves, because it has been feminised. What can a college do to overcome that, if, in fact, you agree that that is true?

Anne Swift: What I took from what Lesley was saying was that, because a huge number of women are employed as teachers, generally throughout the history of education they have not been given the status they would have got in a profession that was perhaps more male-dominated, like medicine. That perhaps has artificially kept the status as it is. We have to remember that public education is not that old; public education began in the 1870s, and since that time it has developed fairly rapidly from the days of having pupil monitors taking classes, and very much learning on the job, to an all-graduate profession, and now we seem to be slipping away from that a little bit.

Q57 Alex Cunningham: Can the college do anything to overcome this?

Anne Swift: If I refer back to what I said before: if it is given the voice of the profession in reflecting what it is to be a professional teacher, that could be overcome. If it means that teaching is a profession that lots of young people would aspire to join and is not seen as something that gets denigrated on a daily basis, we could have a chance of overcoming that element.

Alex Cunningham: Is there any hope for politicians?

Chair: Pray for us.

Q58 Alex Cunningham: With recent changes to initial teacher training, how easy will it be for a college of teaching to quality assure the range of teaching routes now available, especially the school-based routes, such as School Direct?

David Weston: When we are looking at initial teacher education, yes, obviously we have a huge number of routes. We are almost looking at the wrong question if we are saying we have got a lot of different routes, and then at the end of that, you reach qualified status and that is it. If that is the discussion we are having, it is slightly the wrong one, because we need to question whether one year is enough to call someone qualified anyway, and whether it is a binary thing: “You are suddenly qualified; now go off and teach”.

If we consider it as a long career path—you start as a neophyte and gradually work your way through and become more and more expert, and you have different paths that you can go down—the college has a great potential role in looking at the different stages you can go through in your career, and gradually building up the expertise and certifying that. Will there be a number of ways you can get into that at the beginning? Yes, and I think there should be for different people, exactly as Joan says. Should there be a role in quality assuring it? Yes, but we cannot get hung up on: “It is just after year one; you are quality assured or you are not.” We have to continue looking at increasing quality year on year.

Q59 Alex Cunningham: That is very helpful. It leads on to the next question about how a college of teaching could address the current lack of diverse career paths for teachers. As you say, it is all very well just saying, “Year one, fine; you are now a qualified teacher,” but your professional opportunities are much wider as time goes on.

David Weston: Yes, exactly. I have a bee in my bonnet about this, and the Committee looked at the Singapore model before, and that is an excellent one. Coming back to my point about subject associations, that would be a single strand: some teachers would be subject specialists; some would be general practitioners; some would be specialists in early years; and some would be specialists in assessment. We would need to have all those different strands and bring those bodies together. At the moment, for a teacher to improve, we are saying, “Can someone find a job for me in a more senior position?” We no longer have Advanced Skills Teacher; we no longer have Excellent Teacher. We absolutely have to create career pathways where people can say, “Right, I aspire to be a chartered or a fellow teacher in my subject generally,

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or as a leader.” We are missing a huge amount there that would enable us to push the profession forward. Just coming back to what it means to be qualified, why do we need people who are continually moving forward? Anyone can go into the classroom and talk about what they know and try to explain things, but very few people can go into a classroom and understand the different educational needs of the pupils in front of them, understand how to deal with a range of different behaviour issues, and understand the quality of teaching in the best ways for getting across what they are trying to get across. It is all very well to fill a need, and say, “Okay, you have got a particular skill. Come in and help us out.” We have to show they are on that pathway and they are going to be supported by someone who will help them address all those special needs in the classroom. Otherwise, if we are not saying that, then we are saying the teacher does not need to know much.

Q60 Chair: How do we get the balance right? The Government rejected our suggestion of the three career paths: the leadership, the specialist, etc. What they have said is that they have changed the terms and conditions so that there is flexibility for heads to be able to pay more. There is certainly a balance there between the old route, in which seniority got you more pay, even if the children in your class were doing disastrously badly or, at least, having mediocre results, and a system that says the thing that matters in teaching is not whether you are chartered or whether you have done this reflective weekend of one thing or another; it is about whether the kids in your class learn, enjoy and are inspired. Somehow we have got to get that balance, so that we do not have a formalised system which is outwith of the achievement of children, because it is all about the children in the end. How is a balance struck in that?

Alex Cunningham: An excellent piece of evidence, Chairman, I would say.

Dame Joan McVittie: I would certainly agree very strongly that the key thing is the outcomes for the individual children. Teachers, or members of the school community, can contribute to that in a whole range of ways. Some of my team leaders, if you like, my middle leaders, might not necessarily be the very best practitioners in the classroom, but they are exceptionally good at managing their teams and getting the best out of them, and I have to recognise and reward that. I currently have a group of three Advanced Skills Teachers who I will transfer straight over on to the lead practitioner scale. They want to remain within the classroom and help others develop the pedagogy, and I can reflect that, again, within the structure I currently have. Equally, I have a senior team who have wider whole school responsibilities and, again, the differential is in there.

The key thing I would say is that if you had, say, an inexperienced head who is new to the role, it is quite hard to make those judgments if you do not have some external guidelines. I am very clear about what I want at the moment and, yes, I will perhaps work around the guidelines at times, to get the ends that I want for the children in my school, because that is my constant focus. Particularly, it is much harder in primary to

work around that, because there is less money available. If you have a less experienced head teacher, it is much harder to make those judgment calls.

Peter Kent: There are some very good programmes emerging over the last couple of years through the teaching schools that have been formed, which focus very much on developing the craft of teaching and learning. One might well think, “Shouldn’t this have been going on for years and years?” Unfortunately, that is not the case. For example, coming out of the London Challenge there is something called the Outstanding Teacher Programme, which helps teachers who are deemed to be good to move on to being outstanding, and it is focused on learning from the practice of their peers. It builds very much on the best practice we have been talking about all morning. In any kind of move towards all this, as we have heard earlier from Derek and others, we want to try to sweep up what is good practice emerging on the ground through the London Challenge, through the Teaching Schools, and make it perhaps a little more formalised.

Anne Swift: You can do some of these things in large schools, where you have got lots of people to learn from, but a lot of our teachers, and a lot of our children, are educated in very small schools and rural schools, where there is not so much opportunity for sharing within an institution. We need to look at how we can share across the system. There has been some good work in Canada; Michael Fullan has done some work about how teachers can, in a collegiate way, help improve the practice of each other.

In my own area, in a small way, we have something called a pedagogical exchange, where we work with a higher education institution. It is purely teachers coming together, on an informal basis, to share good practice, backed up by and underpinned by research and the academics. There are things happening on the ground, and it would be valuable to look at how some of those things can be developed, celebrated, and validated, and how people can have a career path. At the moment, there is not much of a career path for teachers; if you want to get on in your career, you tend to get promoted out of the classroom. The Government did bring in the threshold arrangements, so that people could be rewarded for staying in the classroom and sharing their expertise across their school more widely, but some of that has been unpicked lately.

Q61 Chair: It was not very good, was it? People basically were just getting through the threshold because they applied, not because they were any good and kids were learning in their class, so it is not much regretted, is it?

Anne Swift: That was not my experience. It was fairly rigorous to get through the threshold, and people were expected to have that wider view—that sense of being a professional and sharing their expertise with other colleagues.

Chair: So you definitely regret the passing of that—the unpicking of that, as you put it?

Anne Swift: If it is going to be unpicked, something needs to be put into its place

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Chair: Joan is shaking her head, so on that particular point I will let her come back, before I come to you, David.

Dame Joan McVittie: I would have to say I totally agree with you, Graham. There were issues; there was an expectation that you moved through the upper pay spine. Certainly, having taken over a failing school, I found a huge number of staff sitting on U3, and, quite honestly, if I had had the power to remove that from them, I would have done so, because the outcomes for the children were appalling. I think there were some head teachers who did it superbly, but I do not think that was the case across the board.

Chair: You welcome the flexibilities, but the career shape needs to be more formed than it is now. We need to somehow get that combination right of having some career shape and progression, and yet the flexibilities of the head to make sure they do not inherit, as you did, a whole load of people on bonus pay for not doing anything extra. David?

David Weston: I think we have gone from one extreme to another. We had thresholds that had complete portability and you could take absolutely anywhere, but the quality was variable: in some schools, people were really rigorous about it; in some schools, they were not. We have now gone to a system that has no portability whatsoever, because it is one head teacher's judgment, and who knows how good they are at assessing other teachers. They might be great; they might not be; another head teacher might not care. We might have a system where each head feels what they are doing is much more valid, but then they have lost the portability. We need both.

Coming back to Anne's important point about system leadership, if we define a really good career path, we can help to crack this problem of school-to-school support in system leadership. Everyone is asking, "What is going to replace the middle tier?" etc. We should say to our more experienced practitioners, "As you are getting more experience, we expect you to take on a more system role as well." Our more experienced maths teachers will help other schools—our more experienced middle leaders.

We have got elements of that through the National College, etc., but it is not going to be enough just to incentivise schools and say, "You need to help other schools." If we incentivise each individual such that, in order to go through their career, they will need to support other schools as well, that is a much more powerful set of incentives.

Q62 Chair: Do you think that is developing? In a way, Ofsted are looking to do it at the top.

David Weston: Yes.

Chair: I suppose if you start at the top—not necessarily at the top, but it looks like they are starting at the top—that might then filter down.

Dame Joan McVittie: You have the ability to do that at the moment, because I have members of staff who are currently supporting a primary school, and I can incentivise them for it, and do.

Q63 Chair: That is what the teaching schools are all about, isn't it, Peter?

Peter Kent: That is exactly where I was going to come in, Graham. I already have colleagues in my own school who are specialist leaders of education, and that is exactly what they are doing, and that is the deal they sign up for. It does not necessarily mean they are looking to go into headship or deputy headship, but they are very, very strong practitioners in mathematics, science, or whatever, and can go and help someone in another area. It is going back to the point that we already have some very good structures; what we maybe need to do is systemise it a bit more, so everyone has the chance to access them.

Anne Swift: You can have some of this leadership as well, but you do not have to be the expert, in a more formal sense, as part of the leadership team. In my own school, I have classroom teachers who have subject responsibility, and they participate in helping their colleagues at a peer-to-peer level. It does not necessarily have to be that expert and the more junior person. I think the blueprint sets out that people would mentor or coach from a position of being the expert and the more senior partner. It is a two-way thing, and the person doing the coaching, the mentoring, the leading, the supporting, can gain as much from it.

I have experience of it personally; I have been supporting another head teacher, and I have learned as much from the process as my colleague has. I was a little bemused by the blueprint, which saw it as very much a one-way direction, and I do not feel that it is. There is merit in these kinds of systems working for both the mentor and the mentee—the person doing the support and the supported.

Q64 Chair: Our evidence last year during the inquiry was that, in fact, after year three, there was no material improvement in teaching practice among most of the profession. It was something pretty shocking like that.

David Weston: It was an American study, so we cannot say it is the same over here.

Q65 Chair: Well, that would be the negative; the positive point would be that people could learn even from relatively junior people who may have areas of expertise.

David Weston: Yes, they have to. If there is one thing we have got strong evidence about, it is that teachers improve their practice when they collaborate with each other, and they gradually cycle through things together. Yet we cannot just have: "You know what to do. This person does not know what to do. You tell them what to do. That is great." It just does not work that way.

Dame Joan McVittie: The evidence from the London Challenge showed that the school that was in the stronger position on paper improved as well as the school that was in the weaker position on paper—both schools showed improvement through that partnership.

Chair: This is morphing into our partnerships inquiry.

Q66 Alex Cunningham: There is a difference of opinion between Anne and Joan about whether the right decisions are being made by head teachers as far as advancing teachers is concerned. Is there some sort

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of role there for the college? I know the head teachers will not want to surrender their right to make these decisions, but should there be some sort of standard or certification, or something, to make sure that they are making the right decisions?

Anne Swift: We are dealing with people, and an infinite variety of people, so there is always a huge amount of variables. Any decisions that you are making, any judgments, are inevitably subjective.

Q67 Alex Cunningham: Some of them are very wrong, as Joan found when she moved into her new school.

Anne Swift: Yes, they could well be. There may a role in a college for helping standardise some of that. There could be a training element for people who are going to be making judgments about their colleagues, so that we get a little bit more validity and respect for other heads' decisions; that is probably where Joan is coming from.

Q68 Alex Cunningham: The concentration should be on the training of the decision-maker, rather than the person being assessed.

Dame Joan McVittie: Staff always have right of appeal to the governing body; there is always a group who will review that, who will sit above the head teacher.

Q69 Alex Cunningham: You would still welcome the right to be able to remove it at a later stage if the person is not performing.

Dame Joan McVittie: Yes, the upper pay spine.

Q70 Alex Cunningham: Very quickly, on accreditation by a college of teaching: is it likely to be recognised nationally and internationally if it is not compulsory for teachers to join it? Should it be compulsory?

Peter Kent: I would argue it should not be compulsory, for all the reasons we have given—it needs buy-in. You touch on a really important point, but it does need time to establish itself in order to be recognised. Certainly, I have got a couple of chartered geographers in my own school and I know how beneficial it has been, but that is only because I have followed what they are doing. I suspect if I did not have that knowledge, and someone came to a job interview, I would be a bit confused by it at present.

Alex Cunningham: David, you shook your head as well.

David Weston: It absolutely should not be something that everyone is forced to do; otherwise, we are going to have the same problems as before. We really need buy-in from heads; we have got some outstanding head teachers here, who probably can make these judgments really well, but the point is this has got to be something so trustworthy for all the heads that they can say, "If this other body makes this judgment about someone, I trust that is going to be good enough." If that is not the case, it is going to be an imposition to a great head in a great school, who will say, "This is now just hampering me." It has got to be something really trustworthy that everybody buys into. We have

got to do a lot of work to get school leaders bought into this.

Dame Joan McVittie: I certainly agree that people do need to buy in. I was a member of the Scottish GTC, where it was compulsory, and they managed to retain their status within the profession. We still have a great deal to learn from the Scottish GTC.

Chair: They gave very impressive evidence to us while we were conducting our inquiry.

Q71 Mr Ward: In my former life, I worked with organisations that wanted to become regarded as professions, so we looked at the development of qualifications, they paid their subs, there were CPD programmes, and the agenda was actually to keep people out, to give them the status of being in to get to. On the CPD, and I know you have been quite critical of the general CPD provision that exists, is this a role for the college—to take control of CPD development and provision?

Dame Joan McVittie: I think they could kitemark it, because currently we have a plethora of CPD out there: professional associations offer it, bodies like the SSAT, the National College, etc. I felt the National College programmes were excellent, because people understood that kitemark there. As the National College is changing its role, and moving more away from the delivery of the courses, people are concerned about maintaining the quality. I certainly think there is a role there for the royal college in terms of kitemarking.

Q72 Chair: That sounds like duplication; you have said the National College does that to an extent. How is this college going to get through against all these other people, and do something distinctive, so it has a USP?

Dame Joan McVittie: The National College currently offers programmes for leadership, not for classroom practice, so you would go elsewhere for that type of pedagogical development. I think it needs to encompass all aspects.

Peter Kent: It would be good to roll in the work that has already been done by what is now the National College for Teaching and Leadership, because those programmes that have been developed are very high quality; a lot of taxpayer money has gone into them. Again, one would not want to dispense with them, but one would want to build and add, and, as Joan says, add a programme that would be for teachers at the sharp end, not just those in leadership roles.

David Weston: It has always seemed very strange to me that we are one of the only countries in the world that has no quality assurance whatsoever; anybody off the street can set up a website and say, "I am going to train teachers—great." Essentially, we give no information to head teachers about whether they might be good or not, and heads have to somehow form a judgment about whether that is good or not.

Firstly, I do not think the college should be providing its own CPD, not initially anyway—maybe further down the line. There are a lot of really good providers out there, and I do not see why we need to have somebody new coming in. Secondly, we have to move away from the idea of kitemarking CPD, as in

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kitemarking one-day courses; that should not be what it is about. A one-day course is about a tenth of the learning process; it has got to start in school, finish in school, work with colleagues, and evaluate rigorously what is going on.

We work with lots of providers; we run a free database—the Good CPD Guide—to find out what everybody is doing, but that is only a tiny amount of the really good professional development. The professional development that the college really needs to focus on is helping schools start a really good learning process. Yes, go and find some good expertise outside. Yes, go and find good courses, but make sure they can rigorously evaluate what is going on inside the school.

Q73 Mr Ward: The value of the kitemark is that, if it is not on the plug, then I do not touch the plug. The academies are now developing their own development programmes and support programmes for CPD. If you have got a kitemark over here through the college or whoever it is, but then you have academies that are doing their own thing, what is the value of the kitemark?

Dame Joan McVittie: I would ensure that the academies' programmes come up with a kitemark so they are matched against the same standards.

Q74 Mr Ward: Is that a recommendation that you would be making to us?

Dame Joan McVittie: It is important that the college would take responsibility not for delivering the CPD but for ensuring it was quality assured, which is what the National College did, so that is critical. You have got to remember that the bulk of CPD that teachers are exposed to and gain is delivered by the school itself. Remember, we still have five days within each year for training, and you certainly do not ship all your members offsite for that day's training. The schools themselves deliver a huge amount of CPD, in the same way as the academy chains do. It would be important that that was recognised.

Anne Swift: I was going to say that kitemarking would only be possible for the one-off, one, two, or three-day courses. As David said, and I would agree with him, that is only a very small part of developing professionally. There are a lot of other activities that go on, including peer-to-peer mentoring and coaching, and the whole school staff discussing ways of doing things, that are far more powerful than sending somebody off on a course for a day, because that only generally influences their practice, and sometimes only for a very short time. One of the roles of the college might be to outline some possible successful ways of training and developing staff, rather than saying, "This course is good; that course is not so good." It is about building a way of training and developing staff, and I would rather talk about educating staff and training in a more holistic way.

Q75 Mr Ward: That can be dealt with through CPD. You would not kitemark it; you would have two points from going on an approved course delivered by an approved trainer, over the period of a year in which you needed to get 250 points towards your

competency—it is done. It is done with architects, it is done with solicitors, it is done with accountants, it is done with engineers. It is around; it has been done.

David Weston: I am not completely sure that is a great model, and the reason is that teaching is a little different from some of those, in as much as it is more instinctive, habitual—you just deliver. You do not have time to stop and think, as in so many other professions. You are just in the classroom, just reacting—it has to be habit. Training courses, things that have been certified by other people, we have got evidence to suggest they are reasonably good at telling you how to do something new, but they are not very effective at getting you to change those ingrained habits. That is one of the reasons why the Americans found the quality did this, and peaked after three years.

We need to do much more work on the high-quality professional development, as Anne was saying: teachers planning together, teachers co-observing each other, peer mentoring. If we just say, "You have to do a number of hours, go out, watch a couple of things, listen to a couple of things," I genuinely do not think we are going to make much difference in terms of teaching quality.

Peter Kent: We are getting exactly that kind of model that David mentioned, for example, in the courses through the National College for Teaching and Leadership. Higher education institutions, if you do the qualification of middle or senior leader, will allow a certain number of CAT points towards a Masters, and a slightly higher number for the headship qualification. By extension that could be taken though, and, for example, applied to the fellowship that is outlined in the consultation; you could gain these points towards it. Again, we could build on some of the existing good practice, and just extend it a bit further.

Dame Joan McVittie: Many of the courses Peter talked about before, like the outstanding teacher course, etc., and the courses that the National College run, are not just one day where you go off and have a nice lunch or something. These are run over an extended period of time, where there is opportunity for reflection. I totally agree with Anne: the key thing that makes the difference is the coaching that goes on, peer to peer, within the school.

Q76 Ian Mearns: In terms of establishing an evidence base to support professional practice within the college, first of all, is it going to be a really difficult job for a college to collect and collate the available evidence to support professional practice? How can a college build this evidence base in the first place? I know we are not starting from a blank sheet of paper, as we have said a number of times this morning, but it is going to be a bit of a job to pull the strands together. How are we going to go about that?

Peter Kent: It is one of the vital areas where the college would make a difference. At the moment, there is a real danger that, because, as it were, there is a certain amount of a void out there, people will latch on to whatever is the latest faddish piece of research and say, "Let's all do that." A few months later the conclusion might be, "That did not work,

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did it?” and quickly moving on without any sense of, “Should we give this a bit of time? What has been the experience of others?”—all the best practice that we would accept and be used to.

The role of the college would be communicating what has been seen to work and what has got good research evidence behind it. As you say, it would not happen overnight and would take time, but there is a very significant gap in what is starting to be referred to as effective clinical practice for teachers but within the classroom.

Q77 Ian Mearns: Lots of nodding heads. David you have talked about squashing misconceptions and making sure that we disseminate best practice.

David Weston: I am really weary of the term “disseminate best practice”, because that gets back to some expert over there telling you what to do. I think there are two things we need to do: yes, there is a load of evidence out there we need to look at; the Education Endowment Foundation is building that. I personally think there should be a really strong link between that and a new college of teaching. Then we need to give much more support to teachers to help them evaluate the impact on pupil learning of their work in classrooms. If we do not do that, we run the risk of people saying, “Did it work because the teacher changed what they did, not because more learning took place?” If we manage to do that, teachers can try things out collaboratively in school, evaluate it, scale it up, and try a bigger evaluation, and that becomes part of the evidence base, and other teachers can use that evidence base, and begin to implement it in their schools. It is not just saying, “If I do this, it will work”; they need to evaluate it in their schools as well. It is evidence and evaluation; if you do not have both, we could have a disaster.

Q78 Ian Mearns: What is going to be the best mechanism for disseminating best practice?

David Weston: For example, we need to look at things like making sure teachers have access to research summaries. Many other professions will regularly get sent, “Here is the latest suggestions of what some of the more effective teaching methods are.” Again, we should be very wary of what works best, because what works best here might not work best there. We need databases that can be run centrally and magazines that go round to everybody; we need things that teachers can access. It is very bizarre that teachers do not have access to the research journals. That is something that needs doing.

Dame Joan McVittie: You certainly know there is a real void out there, because if you look at the number

of hits that the TES website has in terms of accessing current thinking or things to try, it is phenomenal. Young teachers are constantly on that website.

Q79 Ian Mearns: How would the college ensure that teachers out in the field put this into practice? How would a college oversee that?

Anne Swift: You can encourage teachers to be teacher researchers themselves, and engage in action research. If something is being disseminated—“this is some practice that has been observed elsewhere or has been written up in a research journal”—people might like to try it and then feed back, so it is a two-way process. That might be a model worth pursuing.

I trained a long time ago, but before the national curriculum and so on we were encouraged to do action research; teachers did, and they could be accredited for that research. That would add to the body of knowledge. If it is just people receiving things, they are busy and they have not necessarily got time to look at some of that work, but the college as a mechanism for facilitating participation in it could be a way forward. Teachers are, in the main, in my experience, engaged in thinking about what they do and trying to evaluate their practice, and would welcome this.

Dame Joan McVittie: I would also say that many schools currently have action research. We give out bursaries to staff to encourage them to look at action research within their own teaching, or across a department. What I also recognise is that I have a large school and I have a big budget; I can afford to do that. If you are running a small school, particularly a primary where the head is teaching, as well as the deputy, it becomes much harder.

Q80 Ian Mearns: Do you think that the college could provide a digest for teachers so they could quickly identify what would be appropriate for their area?

Dame Joan McVittie: Yes.

Peter Kent: It would be very helpful.

David Weston: On the flip side, there would have to be a few teeth, because frankly we should have stamped out Brain Gym by now. The fact is that there are still teachers doing things we know are actively harmful. There needs to be some teeth somewhere in the system to make sure that does not happen, because it seems a nonsense to me that we allow teachers up and down country to do things we know are a complete waste of time or actively harmful.

Chair: Thank you very much indeed for giving evidence to us this morning.

Wednesday 11 September 2013

Members present:

Mr Graham Stuart (Chair)

Neil Carmichael
Pat Glass
Charlotte Leslie

Siobhain McDonagh
Ian Mearns
Craig Whittaker

Examination of Witnesses

Witnesses: **James Noble-Rogers**, Executive Director, Universities Council for the Education of Teachers (UCET), **Pam Tatlow**, Chief Executive, Million+, **Martin Thompson**, Executive Director, The National Association of School-Based Teacher Trainers, and **Professor Chris Husbands**, Director, Institute of Education, University of London, gave evidence.

Q81 Chair: Good morning and welcome to this session of the Education Committee, which is a follow-up to our *Great teachers* Report. Today we are examining the issue of School Direct. Of course, immediately following this distinguished panel, we will be meeting with the Minister for Schools and the Head of the National College, so we are delighted to have you here to help inform us and help shape the questioning of those who follow. Let us start off with a general question: who do you think is better at selecting trainees for teacher training—schools or universities? Any thoughts on that?

Professor Husbands: Just answering that empirically, all of our selection is done by IOE staff and school staff together. I think that is important: schools contribute perceptions that we do not have; we contribute perspectives that they do not have. In relation to all teacher education, whether it is School Direct or PGCE, we hold the risk—the IOE—and we are offering the award. This is a foundational point for universities. If you are admitting somebody to a course of study, that is a decision that you want to make. It is not something you will farm out—and QAA, I suspect, would have something to say if universities were farming out admissions decisions to other people.

Chair: James?

James Noble-Rogers: I agree with that. It has to be a partnership between both sides—not just universities and schools but other accredited providers, such as SCITTs and schools, taking the decision. As Chris said, they do offer differing but complementary perspectives. To add to what Chris said about accountability, the accredited provider, whether it is a university or a SCITT, has to be involved. Some of the DfE documentation says under School Direct, schools select who they want, but the provider has to have a role in that. But it is not only QAA that holds them to account; Ofsted will hold the provider to account for the quality of trainees selected. It has to be both parties.

Q82 Chair: What is the evidence so far as to who is better leading? The new system of more schools-focused training is still a partnership between the outside provider and the school, but what does the data show us as to whether a more school-led system or a more university-led system produces better outcomes? Martin?

Martin Thompson: I think, to answer the question you were asking before, we as school-based providers have a lot of experience, obviously, at doing recruitment. We are always very aware that anybody who fails the course or leaves the course is considered by Ofsted to be a recruitment mistake. That is something that providers have to be really involved in. But our experience, working with head teachers who have been doing recruitment and selection with us as a school-based provider for something like 10 years, is that they are finding that those schools that do not have the experience are looking for teachers and not trainees. They are not selecting, and we are getting returned to us people who we would probably have put on the course but they do not, because they clearly do not represent the finished article. If schools have not had significant experience in ITT recruitment as opposed to teacher recruitment, they tend to miss some of the opportunities that are presented to them.

Q83 Chair: So in terms of the role in selecting talent, you think universities are better at seeing potential than schools?

Martin Thompson: I think it is a joint thing. Head teachers who have worked with us over the years have got experience of it through looking at what happens to people they have selected over the course, and you gain in experience that way. That is what guides the kind of thing they are doing. If people are completely new to this, from a school point of view, they might miss some good opportunities.

Chair: Subtly put, Pam?

Pam Tatlow: I think it is a partnership approach, but it is not an either/or approach, and that is one of the risks of the trajectory of travel.

Chair: Explore those risks.

Pam Tatlow: The risk is that a programme that goes under the title of School Direct gets transferred into a school-based commissioning system of teacher training. In fact the Schools Minister wrote to a Member of Parliament and suggested that was the way in which the Department was looking at teacher training in the first place.

Q84 Chair: Which Minister, just for the record?

Pam Tatlow: It was David Laws.

Chair: He is sitting behind you, so—

Pam Tatlow: I know. You can have a copy of the letter; I will show you. It was a letter written in May,

and it was written, I am sure, in good faith, but it rings some alarm bells that Ministers are suggesting in correspondence to MPs—which has been prompted by vice-chancellors, who are slightly worried about the way School Direct has been promoted—that the vision is a school-based system of commissioning of initial teacher training, and that is, I think, why we are pleased that the Committee is doing this follow-up inquiry.

Chair: Chris, briefly?

Professor Husbands: Very, very briefly: you asked about data, Graham. We do not have clear data yet. We have quite a lot of anecdotal data, and that is telling us that a significant number of schools new to this are being slightly less than enthusiastic in their application of the regulatory regime in relation to entry to teaching: looking at people who they think would make perfectly good classroom teachers, but who do not have the statutory qualifications in English, maths and science GCSE—schools saying, “Look, why do we need to worry about those things? We think this person would be perfectly good.”

Chair: An academy, of course, would be free to do so.

Professor Husbands: Indeed so, but an academy does not need to go down the School Direct route anyway; they can simply hire who they want.

Q85 Chair: Are you suggesting that some maintained schools are doing that?

Professor Husbands: Yes.

Q86 Chair: Where would we find the evidence on that?

Professor Husbands: As I said, it is anecdotal at the moment, because it is what has come through. We are quite alarmed—

Q87 Chair: It is quite something if they are literally breaching statutory regulation.

Professor Husbands: No, they are not breaching statutory regulation. What they are doing is to say, “Here is a candidate for School Direct. We happen to know them; they have been a volunteer in the school. We think they would be pretty good, and we want to put them on School Direct.” Answer: “They do not meet the statutory requirements for entry into teaching,” because they may not have GCSE English or they may not have a degree, and schools are saying, “Why is that a problem?” Then we say it is a problem.

Q88 Chair: What I am trying to understand is whether they take them on.

Professor Husbands: No, they do not.

Chair: They cannot. Precisely. I did not see how they could.

Professor Husbands: No, no.

Q89 Chair: So they stumble up to it?

Professor Husbands: They stumble up to it.

Q90 Pat Glass: But there is a general push for it?

Chair: James?

James Noble-Rogers: Building on the roles of the schools and the providers in selecting candidates, for some candidates you could have a candidate who

would make a very good teacher, but the school’s perception might sometimes differ from the provider’s, maybe for the reasons Martin said. The provider might see somebody’s potential in a year’s time, and a school might want someone who is fully formed but also would suit the context of their particular school. Any tension there could be overcome if schools holding School Direct places and accredited providers could vire places between the two routes.

A school might say, “This person is pretty good, but we do not think they would necessarily fit in our school, and we do not necessarily want to give a commitment to employment, but we think they might make a good teacher,” and park them over to a mainstream SCITT or university route instead, and vice versa. If you allowed that virement between School Direct and mainstream provision at a local level, you could make sure that potentially good teachers are not lost to the system just because one particular route happens to be full.

Martin Thompson: There is a corollary to that, and that is that at least one of our providers was saying that they found that there was perhaps a lack of suitable applicants through School Direct, but that schools had rejected some strong ones that had been found. Particularly in terms of the virement that James was talking about, we did that, and a number of members have done the virement between core and School Direct places, probably in both directions according to suitability, but we found—and this seemed fairly general—that a lot of schools were reluctant to be looking at applicants from mid-June onwards, because they were getting ready for the end of term, whereas that is probably the time when the final bit of recruitment is done. I think a lot of people were missed at that point for School Direct, because they were closing their courses too early.

Q91 Chair: When you say they were missed, were they applying?

Martin Thompson: Yes, we had people that we could have diverted out of core—because once our core was full, we were taking our applications and saying, “We can divert them to School Direct,” but the schools are saying, “No, no, no; we are past that now.”

Q92 Chair: Has that happened in any of the shortage subjects? Given the shortage of physics teachers, it would be a great shame if a wannabe physics teacher was keen to come and they ended up on a closed door when there should have been many other open ones.

James Noble-Rogers: I have been told of an example where someone was turning maths applicants away from a core route, because the core route was full, but there were empty places on School Direct, but they were not allowed to transfer the empty place from School Direct to core.

Q93 Chair: When I deal with the press, I find it very hard to get them to take up a story if I cannot use the name of the constituent.

James Noble-Rogers: I can try to get it.

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Q94 Chair: Otherwise it is: “MP says that one person allegedly did something.” It does not make the front page very often. If we can get the name, that would be very helpful.

James Noble-Rogers: Yes.

Pam Tatlow: Chairman, it does raise the point: we have quite productive meetings with NCTL and DfE, four or five times a year, and we have made the point at the beginning of what we would regard as the school summer term that recruitment in schools was likely to close in four or five weeks. We can only be anecdotal to some extent about the extent to which that affected particular subjects, but we did say that if they thought there would be under-recruitment, there should be capacity to vire, because of course universities will continue to recruit into August.

Q95 Chair: I do want to move on—taking my question further—but if you could just explain the technicalities required to vire, and what is not there now that could help facilitate that?

Pam Tatlow: Numbers were allocated, and the whole debate for much of the year was whether numbers were being filled, what the application rate was, what NCTL could disclose or were prepared to disclose, because it is quite clear that if there is under-recruitment in one area of applications, we should be moving places across, for example, from School Direct to core places in universities.

Q96 Chair: No, we have picked that up. What is blocking that happening?

Professor Husbands: This is just a vire between the two routes.

Chair: Does it just need a statement that this is recommended, or does it need some regulatory change?

Martin Thompson: We did not find you needed permission, other than the fact you needed to contact the applicant. You would have people who had been interviewed for School Direct, the school had said no, but we being present at that interview would have said, “Actually, we would take a punt on this one.” We would say, “You have been rejected from School Direct, but we would like to consider you for such-and-such a course,” and equally once our core was full, we were diverting people and saying, “Do try on the School Direct route if you wish to.”

Q97 Neil Carmichael: Was sufficient time given to the proper planning and consultation with relevant parties before School Direct was rolled out?

Pam Tatlow: We would say “no” on lots of the technicalities of it. On the administration and on the application routes, there was an announcement about how you applied for School Direct on the same day that universities were told. That is just one example. Now, given the previous conversation we have had about partnership working and so on, it does require admins and other systems in universities to manage that, so we would say it was a pretty hopeless way of triggering the process.

Chair: Chris?

Professor Husbands: I would go back half a step. There are two routes into School Direct: School Direct

salaried, which is effectively a replacement for the old Graduate Teacher Programme, and School Direct unsalaried. The only way that School Direct unsalaried can work sensibly is if there is a robust and strong mainstream infrastructure off which it can run. If you have one or two additional English students, they can be plugged in to other provision.

Q98 Chair: When you say “mainstream”, you mean effectively university or even just in SCITT.

Professor Husbands: PGCE or SCITT: for simplicity, I will say existing PGCE. Because of the speed at which it was done, insufficient thinking was done about what needed to happen for that sort of provision to develop. It is also the case that, although I am personally absolutely committed to developing the role of schools in initial teacher education, not enough thought was given to what we mean by a school-led system and the relationship between schools and universities. I think schools can lead operationally; I think they should lead operationally. I have this absolutely fabulous lecture on behaviour management, which is useless because the only way to learn to manage behaviour is in schools.

But I do not think schools can lead strategically; I do not think they can plan school places. I do not think even school groups can do that successfully. What we have done by allowing School Direct is manage to throw away some of the very effective tools we had for securing teacher supply. We have not had to send children home for 14 years.

Neil Carmichael: Martin?

Martin Thompson: I think as a complete bit of evidence, the portal for applicants to apply for School Direct was open before we as providers had the passwords in order to be able to get into it. We had had no training on how to use it, and people were applying and applications were going in. At that point we were being rung up and we did not know what we were doing, because we had not been given passwords; we had not been let into the system. However, it goes back further than that: the whole essence, the philosophy of School Direct, was not talked through at a stage when we should have thought about it.

For example, I had a meeting with our head teachers to talk through School Direct with them. I went through the three main points, and they all sat there with blank faces, and one of them said, “But don’t we do that already? We have been doing that for years. This is the very essence of the SCITT that we have been a part of all this time, so what is this new route?” Further, we then had people phoning up our partner schools, who were already members of SCITTs, and saying, “We would like you to bid for School Direct places.” Not only were they asking “Why?” but “Can you not see that this is putting places into an untried route away from a successful route which people were very happy with?”

There undoubtedly is a drive from some head teachers for this, but they are largely head teachers who have not been experienced in school-led training so far, and they are very much a minority. If you go around, the majority of the head teachers in this country are very happy with the arrangements they have for their

schools. That is the way forward. In the future we need to try to realign this School Direct philosophy with the SCITT and GTP philosophies that have been going for some time, because they have the experience. I hear a lot of time people saying things that I would have said 20 years ago. We now have 20 years of hardened experience: the knocks from Ofsted and the knocks from regulations.

Q99 Chair: Thank you, Martin.

Professor Husbands: Could I just add one tiny piece there? Nationally we have taken away places from core providers rated 2, “Good”, by Ofsted, and given them to School Direct and schools requiring improvement. I am not sure I see the logic of that.

Neil Carmichael: James, you want to say something?

James Noble-Rogers: It builds on what Martin was saying. School Direct as a way of commissioning some training, or a chunk of training, in the system has its place as part of an increasingly school-focused system, but to make it the de facto route, which is what it seems to be becoming, will destabilise existing high quality provision to such an extent that it will have two impacts. One is that schools that choose to operate with mainstream provision through existing structures, through existing PGCEs, will in effect have that choice taken away from them, because those places will all have been transferred to School Direct. They are saying, “You either go with School Direct or you cannot be involved in ITT at all.” I do not think that really represents a school-led system, and even as far as School Direct is concerned, if there are no core places in particular subjects in a particular area, schools holding School Direct places in those subjects will have nowhere to go to partner with. Too rapid an expansion of School Direct could end up killing it.

Pam Tatlow: Could I add something?

Neil Carmichael: Yes, go on.

Pam Tatlow: I think the other important factor here is that it has caused confusion for applicants. There is anecdotal evidence, because we will not get it through until next month or so, that one of the outcomes of that is this under-recruitment of primary in HE and accredited provision, at a time when we know that we will need more primary teachers in the future. I think the other thing is what has happened in terms of the confusion it has created for applicants. That has to be a really important factor here.

Q100 Neil Carmichael: Are we really talking about implementation here, or the actual principles of the programme?

James Noble-Rogers: I think it is a bit of both. I am not opposed to the principle of School Direct at all; as I said, it does have a place. There have been niggles in the first year, to do with the portal and things like that, and no single application system. They are things that can be overcome, and you would expect some niggles in the first year. The part of implementation I am most worried about, the long-term implementation, is that it is presented as the de facto route into teaching, or becoming so, that all places are allocated to School Direct first and everyone else gets whatever is left: the crumbs that happen to be left—and the marketing of School Direct across schools and

prospective teachers as the only way into teaching. That is the big part of the implementation I am worried about. The other things, like the portal, are things that could administratively be overcome.

Q101 Neil Carmichael: Is there not a touch of self-interest here from the university side: School Direct trampling over territory you felt comfortable in?

James Noble-Rogers: No.

Pam Tatlow: I am not convinced it can support—it is yet to actually identify the problems with the system and the drive towards—in fact I quoted David Laws incorrectly. The quote was correct, but it was in answer to a Parliamentary question to Tom Blenkinsop on 12 June, so that is the reference. We are not here as victim supports just to defend university education or the partnerships, but we are here because we are worried about the ultimate outcome in terms of graduate supply. The other part of the implementation—we might get on to this—has been accompanied this year by an over-allocation of numbers. In the future that is not the way to run a system. If you mitigate risk because you are promoting School Direct by over-allocating numbers, that is a question of probity but it is also about taxpayer expense.

Q102 Neil Carmichael: The Government would say that this is in response to the direct interest from schools. Do you see that?

James Noble-Rogers: I think there is an issue there. Schools have been encouraged quite robustly to accept School Direct places: there was quite a big marketing and putting pressure on schools to accept School Direct places. Going back to the self-interest thing, “If it was not for universities and SCITTs”; where School Direct is working well, it is in large part because universities and SCITTs have been engaging with it. What we are concerned about is the speed and scale of its expansion. We think that will damage the existing infrastructure and pose a threat to teacher supply.

Neil Carmichael: Chris?

Professor Husbands: I just want to deal with the self-interest directly. I run an organisation of which initial teacher training is part of the core business. It makes up about 18% of my turnover. I think we do it well, and we do it because we are committed to high quality and standards. If someone comes along and says, “Here is a better and more effective way of doing it,” I am prepared to accept that. What makes me feel uncomfortable is that we are being offered something to replace something that we know is broadly effective. The vast majority of provision in universities is good or outstanding, and we are being asked to replace that with an unknown quantity, but being told that that is becoming de facto.

I am not sure whether that is self-interest. It does not feel like self-interest to me. This is, “We cannot carry on; we are doing something else instead.” But the basis on which I think it is being developed quickly does not to me make sense.

Chair: Point made.

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Q103 Neil Carmichael: In terms of start-up funding for this scheme, presumably you would have liked to see more funds?

Martin Thompson: You will need more funds in order to make School Direct salaried work. The contribution is too great, certainly for smaller schools, and it also implies them doing a certain amount of non-supernumerary work, if you know what I mean. They have to do some real work, which may detract from the training. It is likely to mean that we are training for a particular position more than we are training for a profession, which has problems with movability down the line from this, unless we can get to the stage where a head teacher is unable, when they have four people off sick, to go into a staffroom, see a trainee doing some work and say, "I need you to do so-and-so and so-and-so for me," which takes them away from the vital work that they should have been doing. A head teacher is bound to do that, because their first priority is with children in the school, but trainees do need to be properly recompensed for what they are doing.

Q104 Chair: Has there been a big change? It is very hard to interpret the figures that came out this week, but looking at it, EBITT for last year, the employment-based route—which I think included TeachFirst—came to 4,390. I think that is percentages. Then you look further along and you see that School Direct training programmes (salaried) amounted to 3,410, and for some reason the departmental or National College figures excluded TeachFirst this year. If you add the 1,261 for TeachFirst—I may be getting this all wrong—it takes me to about 4,600. It does not look wildly different, if I am making the right comparisons, between this year and last year on the employment-based route. So on the points that you have made, Martin, it could be that it keeps expanding, in which case it changes the whole—but if it stays in line with where it was, would that be so disastrous?

Martin Thompson: There is a substantial shift in emphasis between training and employment when the school starts to put large amounts of money into this. We are now working on the same sort of money for tuition and employment as we used to have for employment on its own. That was not enough, because under the regulations schools were having to put in probably around about £9,000 a year of their own money to train a graduate teacher. Now it is much more than that, and my point is that the more you put the onus on to the school to pay, the more they will expect to be able to get back in terms of employment, rather than giving the opportunity for training.

Q105 Chair: So effectively it will narrow the training of teachers to an immediate short-term, single-school-based purpose rather than the broader need of the profession? That would be your case?

Martin Thompson: Yes.

Professor Husbands: Three very, very quick points. The first is that the IOE, working with London schools, trains 120 English teachers a year. I cover a staff team around that 120. If you put that 120 across 120 schools, you lose the economies of scale. I have

a fantastic specialist in the teaching of Shakespeare, and we would lose that if we spread it across schools. Secondly, the TeachFirst thing is quite interesting. TeachFirst is very good, but it is not school-led; it is the least school-provided programme, and the longest and most expensive that we have.

Thirdly, the big shift from GTP to the salaried School Direct is the move from candidates being supernumerary to not being supernumerary in schools, so Martin's points about training—costs and salary costs—absolutely apply.

Chair: We have 25 minutes left and lots to get through.

Q106 Siobhain McDonagh: In your experience, are applicants clear as to what kind of training and qualification they will receive with School Direct?

Pam Tatlow: The evidence—it has to be anecdotal because people have not published it yet—is that there has been a lot of confusion. For example, I have a report from one university where there were 90 School Direct places.

Q107 Chair: Can you tell us which one, or not?

Pam Tatlow: It was the University of Wolverhampton. It actually may have given evidence in its submission. There had been about 2,900 applicants for 90 School Direct places, but many of them, as Chris was saying, did not match the standards. There has been a lot of resource undertaken to try to sift people out, so people without degrees or the qualifications you might expect. There has been a lot of encouragement, I think, with advertising to get people to focus on that rather than what you need to do to be considered. It is anecdotal at the moment, but it does not look as if it has done anything other than increase the resource that is required to screen applicants.

James Noble-Rogers: Some of the marketing has not helped the position. A lot of the marketing has posited School Direct as being an alternative to PGCE, when in fact most School Direct programmes do lead to a PGCE, or a great number of them do, so this division between School Direct and PGCE is a false one, which I think has confused people.

Q108 Chair: Sorry, I am going to have to cut you off and be pretty brutal, and not take answers from everybody.

Pam Tatlow: There is an issue about qualified teacher status. Not all applicants—

Q109 Chair: A panel I cannot control. I quite like that. Carry on, Pam.

Pam Tatlow: I am so sorry.

Professor Husbands: We will train you, if we can.

Pam Tatlow: There is a confusion among applicants that if they only do something that leads to QTS, that is not a transportable qualification. You cannot teach in Scotland.

Q110 Siobhain McDonagh: To you, Martin: in what way does School Direct improve on existing school-led ITT? Why do you think they want to be involved in School Direct?

Chair: Short, sharp answers please.

Martin Thompson: I do not have any evidence that that would be the case, and certainly it is unlikely to improve upon it, because the experience of how to do school training lies with the SCITTs and with people like that. We, as guardians of this, are having to make sure that the right things are covered. I do not think there is any suggestion that it is sufficiently different. One of the things that was said in the marketing was that this is a new route. It is not a new route; it is a kind of an early version of a SCITT.

Professor Husbands: I used to be a senior manager in schools. Schools' needs are very, very simple. They want well trained people. Ideally, the closer you get them to oven-ready, so to speak, the better. A small number of head teachers, particularly those who are a long way from good higher education providers, may want a greater involvement. We need to think nationally, strategically, how we deal with that, but actually we have a pretty effective system of school-led training. All our trainees spend two-thirds of their time in schools. All of our trainees are assessed by people in schools. All of our trainees are interviewed by people in schools. It is a bit difficult to see how much further we can go down school-led.

James Noble-Rogers: I will just be very quick. There are examples where School Direct has had a positive impact, and has impacted on mainstream programmes as well. If you look at the evidence, I think, from Canterbury and Roehampton universities, they both list some potential benefits. The problem is, as we said before, the scale and pace at which it is being rolled out.

Q111 Neil Carmichael: How are the published entry requirements—qualifications and experience—for School Direct influencing the quality of applicants? Pam, would you like to talk about that?

Pam Tatlow: I think there has been confusion about it, which is why I responded about the anecdotal evidence we have at the moment. This will all be bottomed out, though, because an analysis will be done of the pre-entry qualifications that people had as applicants. Rather than be anecdotal about it, the evidence will be available.

Professor Husbands: I think there are some tensions around qualifications: in terms of Ofsted inspection and performance tables, the key discriminator is whether candidates have a 2:1 or better. In terms of school hiring, it is whether they have a degree and meet statutory requirements. There is a bit of tension there between the two partners. We need to find a way of handling that.

Q112 Neil Carmichael: Are schools being more careful than universities as to whom they select for training?

Martin Thompson: I do not think it is necessarily more careful. I think it is that they probably have different perspectives on what they are looking at. They would all say they would like to seek the best; we would all like to seek the best. It is a question of being able to work out what the best looks like a year before they are qualified. This is only a small sample, but I am yet to find, working over years of tracking trainees against targets and against qualifications, a

clear correlation that Firsts and 2:1s do better than 2:2s, certainly at the QTS level. My figures would show that Firsts and Thirds do very similarly, and that 2:1s and 2:2s tend to be the area where, for us, things work best. I think there are some people who might be being excluded by some of the bursary payments.

Professor Husbands: I do not quite agree with what Martin just said, but I suspect that later on this morning you will be given some figures about the very large numbers of School Direct applications. It is just worth unpacking that. One of them is that there is a significant number—possibly as many as 40%—who do not meet statutory requirements. If you are told, “Here is a new way of training to teach,” you are likely to apply for it. The second is that School Direct numbers are measuring applications, because every application to a different scheme counts as another application, whereas if you apply through GTTR, you apply to the five providers and that counts as a single applicant. So there is a little bit of work to be done on unpacking those numbers.

Q113 Chair: Has anyone done that work?

Professor Husbands: Not yet. We only got the numbers on Monday from the Department.

Chair: We will get it unpacked in the next session with the Minister.

Professor Husbands: Thank you very much.

Q114 Neil Carmichael: Is it possible that some of the schools are nervous about the associated risks with the costs of this process?

Martin Thompson: They are more nervous about the expectation of employment. That is certainly the smaller schools. I have had schools that have been partner schools for years that have said, “We could not do this, because we do not anticipate any vacancies, so we could not possibly go into this.” That is a clear thing. From the other point of view, it is almost impossible for a head teacher of any school to be able to work out what vacancies they will have in the best part of 24 months' time, let alone what finances they will have to be able to commission training and things like that. It is a very long window for a school that has an immediate problem.

Pam Tatlow: There is quite a difference for schools in rural areas. If you are running a small school in a rural area, it is very different, potentially, from running a large secondary. It is anticipating what your workforce demand is, but there are problems there as well in creating federations.

Q115 Chair: So this is yet another urban-centric policy that is imposed nationally and does not work in sparsely populated rural areas? It does not matter who is in government; they seem to come up with those.

Professor Husbands: With one proviso on that: one of the problems about our teacher supply infrastructure is that there are some recruitment cold spots. They do tend to be rural and coastal, and we need to think really hard about how we deal with that. I do not know whether School Direct is a solution to it, for the reasons that Pam has said.

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Chair: Rearguard action is normally what is required for those of us representing rural and coastal areas.

Q116 Neil Carmichael: Linked to that, of course, there is a difference between recruiting a teacher and recruiting somebody to train to be a teacher, and schools, and certainly small schools, might not have the breadth of experience to recruit the person to be trained. Would you agree with that, and do you think it is a problem?

Pam Tatlow: They might not want to take on the more onerous, as they might see it, teacher training-type role. They might be very happy to take trainee teachers from a university or their accredited provider. So I do not think we should say that schools are unwilling to help us create the profession of the future together. I think there are some practicalities, and at the end of the day if you are a Head and you have a new Ofsted regime coming in, then the likelihood is that if you are concerned, you will return to what your core job is, which is to ensure that you teach and you teach well. That does not mean to say you will not have trainee teachers. That is different from getting involved, sometimes, in School Direct.

Professor Husbands: Can I get one sentence in? There is a big, big policy question here, and it is what we want in terms of the profession. Charlotte Leslie and I have done a lot of talking about medicine and teaching. We do not think of the interests of medical schools and the interests of hospitals being different. The interests of schools of education and the interests of schools are not different. We have to think about this together, and how we have a system to develop a high quality profession.

Q117 Neil Carmichael: I would agree with that; it is very well put. What I would like to know, though, is what are the pressing problems that we need to rectify in the application process?

Martin Thompson: One of the pressing problems is that we need to realise that recruiting 30,000 in a year is not the same as recruiting 3,000 in a year. This is a complicated process, and the institution's best interests have to be looked after, because we have to be able to do this. There has been a tremendous amount of wasted time. We can see that there could be further wasted time, and the other thing is that the idea of being able to turn round from an application to an offer within 40 working days, given all the things that we have to do and given the checks and balances we have to go through in the recruitment process, is frankly going to be unworkable. It just could not be done in that time.

Q118 Chair: 40 days unworkable—does everyone agree?

Chris Husbands: Yes, and—

Chair: Without qualifications; sorry, we have not got time, Chris. Pam, do you agree?

Pam Tatlow: Yes I do.

Chair: And James?

James Noble-Rogers: Yes.

Q119 Chair: So 40 days is unworkable.

Professor Husbands: But something else is unworkable. We have heard about schools commissioning their supply from universities. I think there is a flaw in that, and it goes like this: you are asking universities to train the people schools have decided they want to recruit. I cycle a lot; I cycle through streets which have the sorts of higher education institutions who would be prepared to take on absolutely anybody. They are normally over kebab shops on the Seven Sisters Road. Reputable universities will not admit people unless they have been involved in the admissions process, and we would not want them to.

Q120 Pat Glass: Why do you think School Direct is running below anticipated levels in terms of recruitment, and why are they running so significantly below anticipated levels in areas like maths, physics and computer studies?

Professor Husbands: Every country in the world finds it difficult to recruit maths, physics and computer science. The evidence of the TDA between 2001 and 2010 is that you need a pretty sophisticated, pretty coherent approach to recruitment that incentivises providers, that has a very clear incentives package for candidates, and that has a strong advertising programme; it was very tough, very coherent, and it largely pushed numbers up. There is just not the evidence to support the assumption that if we deregulate and create more providers, there are large numbers of people out there who will want to come in. We are back to where we were in 2000.

Q121 Pat Glass: So it is not about School Direct; it is about maths, physics and computer science?

Professor Husbands: It is about how you handle a really difficulty market.

Pam Tatlow: If you look at the figures that have been provided on Monday in a different way, and add in the provider applications, what you will find is that the accredited providers in both maths and physics have done much better than School Direct. They are holding up the programme, even though overall there is a fundamental problem on recruitment in those areas, to which Chris has referred. They are holding them up quite significantly—for maths, 1,400 in accredited providers compared with 510 on School Direct.

Martin Thompson: I think it comes back to the inexperience of some schools in working out what a trainee looks like as opposed to the article they are looking for.

Q122 Pat Glass: On the issue of expectation of employment—you did talk about it, particularly Martin, a little earlier—do you think there is a mismatch between a school's view of expectation of employment and a student's?

Martin Thompson: There probably is, because I think students do expect there to be a job.

Q123 Pat Glass: It has been a major part of School Direct, hasn't it—the marketing?

Martin Thompson: It has been watered down to an expectation. I have to say that we have been saying to

our applicants, quite honestly, that the likelihood of them being employed under an expectation of employment in School Direct is about the same as it is for SCITTs in the school-based thing anyway, where the employment has always been fairly high because they have been able to do that. I do not think that necessarily that will be a particular case. We thought it would be, and it turned out not to be.

James Noble-Rogers: I think the attitude of schools to the expectation also varies. Some interpret it as, “We guarantee this person that we will look at them and interview them,” maybe, whereas for others the expectation is a genuine expectation that, all else being well, they will get a job.

Martin Thompson: I certainly think the expectation will have meant that schools were even more cagey at identifying potential than they would have been had they not had to think that they might have to employ this person.

Q124 Pat Glass: May I ask you a wider question as a result of the evidence this morning? I know a little bit about initial teacher training, and my understanding is that internationally we were regarded as having good or outstanding initial teacher training, which I guess is where we want to be. We have heard what is happening because of the rush; there has been a tenfold increase in School Direct in one year at the same time as our current infrastructure is being damaged or dismantled. Is this a temporary thing? Will School Direct get their act together and will we be okay, or are we in danger of causing a crisis in initial teacher training if we continue to dismantle what we have?

Pam Tatlow: I think we are in danger of throwing the baby out with the bathwater here, because what has actually happened is core provision in universities. Universities are accredited providers. If they are not being judged as Ofsted outstanding, they are not guaranteed any core provision. It is almost impossible to plan, because you do not get numbers allocated until October. We need to return to some stability around core numbers in accredited providers to see how we can work through the Government’s ambition to have a more school-led system and improve any weaknesses they see in partnerships between schools and universities. If you just let accredited providers hang without any strategic resource there, then the support they have given to the School Direct partnerships will wither, because they will not have the resources.

Chair: I think you have made your point.

Pam Tatlow: The input into research and other professional development will not be there.

Q125 Chair: I will bring James in before I bring Chris in, and then I will finish with Martin—but as short as you can manage.

James Noble-Rogers: The way School Direct is going at the moment, it could damage the quality of the teacher training infrastructure. Universities and SCITTs will not be able to maintain a quality staffing base if they do not have a reasonable idea of how many teachers they will be expected to train for each subject from year to year, or at least a minimum

number of teachers. That has to be addressed through a proper balance between core allocations and School Direct allocations. The other way that too fast a roll-out of School Direct could impact on quality is that it takes placement opportunities for student teachers away, forces them into School Direct, and existing placements for mainstream PGCE students suddenly disappear. That can damage quality as well.

Professor Husbands: The University of Bath is consulting on closing its initial teacher training operation. It is a grade 1 provider and an outstanding research organisation. Three other universities—this is commercially confidential—have explored whether they need to pull out their schools of education now. One has made significant changes, effectively preparing to exit the market.

Q126 Chair: Can you tell us who that is?

Professor Husbands: Warwick has moved its initial teacher training out of its institute of education into a stand-alone business unit.

Q127 Chair: When an outstanding person moves out, it does not sound very good, but overall perhaps there was over-provision. Would you rather have a smaller number of excellent people rather than a long tail?

Professor Husbands: Yes, but Bath was Ofsted Grade 1.

Pat Glass: We are losing the excellent ones.

Professor Husbands: We do not want to drive excellence out of the system.

Chair: You would rather lose the tail than the people at the top.

Professor Husbands: Vice-chancellors have a pretty crude approach to this. They are running businesses. What do you need to run a business? You need a secure planning environment so that you can make investment decisions. If you do not have that, it is high-risk and you will consider exiting, and vice-chancellors I have talked to are looking very hard at that.

Martin Thompson: In your last report, you suggested that you thought it would be right to probably double the number of trainees running through on SCITT programmes. We in SCITTs have a feeling that had anybody really understood what a SCITT was and how SCITTs were operating, they would not have gone for School Direct; they would have just said, “Let us go with what the Select Committee said and double the numbers that are in SCITTs,” because that will be the answer to this, I think: to bring them within the fold of SCITT partnerships, which have had that experience and know how this is going to run. That will be the protection that we need from the top.

James Noble-Rogers: I would disagree with that to an extent.

Martin Thompson: Yes, you would.

James Noble-Rogers: I do not think there was a proper understanding of the extent to which so-called university provision is in fact university-school partnership provision, and a lot of so-called university provision is in practice already school-led. The Government were right to want a more school-led ITT system. There are ways of doing that by looking at the content of courses, and how schools inform the

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content of courses, rather than throwing the baby out with the bathwater.

Q128 Chair: No one has mentioned one of the big picture issues that Ministers would have had coming in in a new Government. They would have seen, “Right, we spend a fortune on teacher training; 30% of those we train to be teachers through universities, after their very careful selection processes, never reach a classroom.” Is it not unreasonable to think, if we ground it a little more in schools and the reality of school life and behaviour management and the rest of it, we might end up with a rather smaller percentage wandering off, trained to be teachers, doing something else?

James Noble-Rogers: We agreed with school-led training; we said that when the Government came in. We supported the teaching school initiative; we have been calling for greater school involvement for many years. It is not even the principle of School Direct but the way it is being implemented and rolled out that is causing the problems.

Q129 Chair: They are right in principle but it is being pushed through at such a pace and at such a scale that there are quite a few issues arising?

Professor Husbands: Graham, I know you are in a hurry. It is not that 30% do not reach the classroom; it is that 30% of those who start training are gone by the end of the induction year. If you compare GTP, existing school-based and conventional routes at five years, the retention rates are the same, and if you compare teaching retention with other graduate-entry courses, such as accountancy and engineering, the attrition rates are not wildly different. We are looking at a bit of a life cycle, stage of life issue. One of the things that I think has been an absolutely positive change over the last 20 years, since I came in, is that the average age of somebody coming into a PGCE at the IOE is now 29. We are taking in people who are experienced, and that is one way of solving attrition.

Q130 Charlotte Leslie: Just a really quick question, going back to Chris’s comment about medicine: do you think routes into teacher training have become way too complicated, or do you think it is an appropriate reflection of the diversity of ways in which you can go into teaching?

Professor Husbands: We have more diverse routes in than any other country. It has to be said that that diversification of routes is one of the ways in which we solved the late 1990s recruitment crisis. Diversification was a good thing. The market is complex and people do need steering through it. Somebody asked a question about whether trainees on School Direct knew what they were getting. The evidence is that they probably did not.

Pam Tatlow: The other big data question is this: there is always over-allocation of ITT numbers each year. This year there is a certain amount of evidence, from the data we all had on Monday, that there was much more over-allocation. To return to my earlier point, if you are managing risk by over-allocating numbers, in the long run that system will not work. We cannot have the big over-allocation of numbers that we had

in 2013–14 in 2014–15. We need to be much clearer about what the allocation is and what the target is. If everybody had met their numbers, we would have an oversupply of teachers in some areas.

The other issue, which goes back to the question about maths and physics, for example, is that if you do not have core numbers in some universities, even though they are “Good” by Ofsted, they are not being given subject knowledge enhancement programmes, because they cannot guarantee they will have the numbers next year. These universities—East London and others—have run very successful programmes in their region to bring through people, in particular on maths, to help them add value and then enter their full training. There are all sorts of unintended consequences about moving too quickly on another variation of the system that we have at the moment. That is the problem under School Direct.

Martin Thompson: Very quickly, I would say that variety of routes is important, because there are different routes for different individuals, and that would be right. Where I think you are right, Charlotte, is that we ought to be more like medicine as we go on. It is not in initial teacher training but in the support for early professionals in their first five years where medicine has, to my mind, a big advantage over the way we do it in teaching.

James Noble-Rogers: That is absolutely right. It is the one thing people miss. The thing with teacher education that needs addressing is early professional development, to make them even better than when they qualify, and keep them in.

Q131 Charlotte Leslie: Going back more specifically to the supply issues, is there any more serious risk that there will be a shortage of teachers in the future, and to what extent would you think that School Direct may be responsible—bearing in mind that anything that comes in new always has teething difficulties?

Martin Thompson: If it goes on like it is, there will be a shortage.

Professor Husbands: I think we already have a serious problem. Ten out of 13 secondary subject lines are failing to meet the allocations this year. That is what the numbers on Monday tell us. A shortfall in mathematics and physics, I think, is a very serious problem. Biology has failed to recruit to its allocation, and that has not happened for several years. This is serious. As a system, you can take a one-year hit, but if we are in the same place next year, we are in a bad place.

Pam Tatlow: We will need to look at the primary figures, and that is crucial.

Q132 Chair: Is the physics just unrealistic? I might be getting my figures wrong, but I remember seeing that the Government said—it was about 1990—“We want to get 1,000 physics graduates coming in,” and you think, “That is great, because we want to increase that,” and then you find the country only produces 3,000.

Professor Husbands: That is right.

Chair: Given the needs of industry and the amount of money they pay, it struck me as extremely optimistic

to ever hope that you will get one-third of all physics graduates to enter teaching, but maybe I am wrong.

Professor Husbands: It is incredibly optimistic. This is a real problem for us as a country. One of the ways in which the science numbers have held up over the last 25 years is that biology graduates, of which there are a large number, have propped up science. That is bad for schools, because it means that science teaching in schools is being propped up by the biologists. It means that the teaching at Key Stage 4 and Key Stage 5 in physics is probably not good enough. You cannot solve that problem simply by wishing up the target for physics teachers. You have to look at a really careful process. Can we take some of those biology teachers in schools and make them better physics teachers?

Q133 Chair: Science centres run courses—admirable courses, I have to say—to do exactly that.

Professor Husbands: Yes, and IOE runs a very good science learning centre. We need integrated planning around curriculum, professional development and ITT. Setting a target of 900, you will miss it. The Secretary of State last week said that he would remove targets for maths and physics, which is probably quite a useful way of making sure that you are never accused of missing a target.

Martin Thompson: It is important: on the ground, secondary schools are looking at there being a bulge in their numbers. Their numbers have been falling for a few years, but the big Year 9 is going to hit very, very soon. We will need more secondary teachers than perhaps we are looking at, and certainly the way in which we have to deal with early primary and early years courses, which have not tended to do so well as general primary courses, will be something that is really significant, given the numbers of places that will be needed, which we have been hearing about in the press.

Q134 Charlotte Leslie: Do you think that School Direct is essentially a secondary school model that is less suitable for a primary school model?

Martin Thompson: Yes.

James Noble-Rogers: Yes.

Q135 Charlotte Leslie: Is that a yes from across the panel?

Chris Husbands: Yes.

Q136 Charlotte Leslie: I was thinking about university teacher training departments closing as a result of School Direct. You say that Bath is consulting, and Warwick has moved it out to a stand-alone unit. Does anyone know of anywhere else that is—?

Pam Tatlow: Vice-chancellors are looking at the line of business. For some people, it is a very core business; it might be a third of their institution's profile, and they are very important providers in their region and out of it. If you look at Cumbria, Cumbria works in London and elsewhere. The risk is that you cannot be innovative in the way that Chris described, because you cannot anticipate what is coming down the line. If you cannot be innovative, that is not the

only risk you are dealing with as a university. There are other ones—student demand, international students and other areas. You will look quite carefully at whether this is a sustainable model in the future.

Professor Husbands: There are others looking at it. These tend to be commercially confidential discussions. I think it might be quite helpful for Members to ask their local universities what their plans are.

James Noble-Rogers: I think a lot of people are keeping a watching brief over the next year or so to see how this all pans out, but vice-chancellors will be keeping a close eye on it.

Pam Tatlow: The unfortunate thing is people feel quite passionate about what their education departments can deliver in terms of school and college improvement. It is not something that people necessarily want to do; they value it and they value the input they put into their regions as well.

Q137 Charlotte Leslie: What impact do you think this would have on education research units at universities? Will that start diminishing?

Pam Tatlow: If you do not have a core business model, you cannot just employ staff for research, unless you want to just commit them to be researchers.

Chair: A final word from you, Chris.

Professor Husbands: To be ever so crude, every university in this country is able to run its teaching at a slight surplus, because it runs its researchers at a significant loss. That is the way you run your business model—any subject, any university.

Pam Tatlow: But it is also a loss in terms of the partnerships outside of initial teacher training.

Q138 Chair: Cambridge runs its teaching at a loss—a significant loss to the college each year—but that is a separate subject.

Professor Husbands: They run a very expensive teaching model.

Chair: Yes, but you said they all run at them at a surplus, and they do not.

Q139 Charlotte Leslie: To what extent are you optimistic or pessimistic that adaptations on both sides—adaptation in the existing market and in universities, and adaptations as the project goes through on School Direct—will iron out the problems?

Professor Husbands: You are talking to the Minister and the Chief Executive of the National College in a moment. There is a way through this, and it involves Government and universities and schools being sensible, looking at where we are and working out a sensible way forward—being clear about what our vision for the role of higher education in teacher education is and making some clear statements about the planning framework so that we can all be sensible about it. I think there is a way through, but what has happened this year has not been good.

Q140 Chair: The final word, in fact, will go to Pam, because I cannot stop her even if I want to.

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Pam Tatlow: Thank you. There is a very practical question, which is: what will be the numbers allocated for 2014–15 to School Direct compared with other accredited providers and provision? That is a key question, and Ministers will need to justify why they

keep numbers at the same level or less. What we need is some stability around the system to try to work the best system in the future.

Chair: Thank you all very much.

Examination of Witnesses

Witnesses: **Rt Hon David Laws MP**, Minister of State for Schools, Department for Education, and **Charlie Taylor**, Chief Executive, National College for Teaching and Leadership (NCTL), gave evidence.

Q141 Chair: Good morning, and thank you to both of you for joining us today, and thank you for being there for the first session. So you have heard how we have been warmed up by the witnesses that we have just had. Are you over-allocating training places, and if so, why? Is it to justify keeping higher education provision open? Is there not a better way to manage teacher training place allocation in the system we seem to have now?

Mr Laws: Chairman, thank you for inviting both of us along to your hearing today, and as this is a new system, we are as interested as you in the evidence that you are getting and making sure that this system—which most people across the education system support—works as effectively as possible.

On the issue of over-allocations, that is an important one, and if I understand the issue that you are getting at, we did actually over-allocate potential places in the year that we are entering into. We did so to a much greater degree than we have done before, and we did that to make sure, firstly, that in those subjects that have traditionally been shortage subjects there was no suppression of demand. We do want lots of good maths and physics and other teachers. Secondly, we were very conscious that we were introducing a new system in School Direct. We think there are very good reasons for doing that, but obviously when you introduce a new system, there is always going to be a degree of uncertainty over how that will pan out. We actually did what we thought was very sensible and prudent in setting much higher allocations, particularly for the traditional shortage subjects. Our overall allocation against target was 113% for 2013–14, versus around 102% to 103% over the last few years. In areas such as maths, we over-allocated to the degree of 119% in maths as against 101% the previous year, and 141% in physics versus 129% in the previous year.

Q142 Chair: We have talked about the diversity of the system. Are you hoping that, by over-allocating sufficiently system-wide, if a place for some unknown reason becomes a hot-spot of physics graduate applicants, it does not end up with them being turned away? Are you hoping to create a sufficient space to ensure that anyone worthwhile is caught?

Mr Laws: It is for two reasons, Chairman. Firstly, in the traditional shortage subjects, obviously for a long period of years Governments have struggled to recruit adequately in maths and physics. As you hinted at earlier, if we were to fill in any one year all our quotient of maths teachers from maths graduates, we

would have to recruit around a third of all the maths graduates in the entire country.

Q143 Chair: I was talking about physics. Is it true also of maths?

Mr Laws: Yes. It is also true that in physics, it would be a very high percentage. I have not got the percentage to my fingertips, but I can give you that if you want. The reason for essentially over-allocating places is firstly that we do not want to struggle through bursaries and advertising to recruit good people in physics and maths, only to turn them away in particular years if we should suddenly get an over-recruitment.

Q144 Chair: Is there any evidence that that has happened? What we have heard is pretty anecdotal, but there is some suggestion that despite your efforts, there are people being turned away.

Mr Laws: The second reason was obviously that in the first major year of School Direct, we really did not want to end up in a situation where we were turning people away. One thing that is important to understand is that, although we have undershot our targets in some areas and overshot in others, we have not fully met the targets on things like physics and maths on either the School Direct or the GTTR route. It is not as if we have been full up on maths and physics on one route while we have been undershooting in another. Both routes have had difficulty in recruiting to those subjects, and it is important therefore that we understand and look behind some of these reasons to do with the system of allocation of School Direct and understand more broadly what is happening to the economy at the moment, and also what is happening to the stock of people who have got the right qualifications.

Although it is not the subject of your inquiry today, a very important part of fixing the problem in maths and physics is to get the number of people taking those subjects at A-level and university up. I can report to the Committee that on maths, for example, we only had 44,000 people a decade ago taking maths at A-level. That 44,000 is now 78,000. On physics, 26,000 is up to 31,000. We would like to see both of those go higher. We must, of course, make sure that all of the issues about School Direct are absolutely right, but we must not lose sight of the fact that the big challenge in teacher recruitment is to get lots of people coming through the education system with these types of skills, because that is in the long run far more important as a driver of ability to recruit.

Q145 Chair: I do not want to overdo this, but you said none of the School Direct or other approaches were full. Does that mean that there are no maths and physics graduates being turned away?

Mr Laws: That is right. The GTTR routes—the alternative routes to School Direct—have not been oversubscribed in those areas where we have particularly had shortages. It is not as if GTTR has been turning people away and School Direct has had slack. You probably know this already, but it is worth saying that although the subjects that have been discussed have been the shortage subjects this year, the difficult ones to fill—that is computer science, physics and maths—we have done extremely well in some other subjects, including some pretty weighty ones that have been difficult to recruit to in the past. On chemistry, total acceptances were 110% of the target. On English and history, we are way above the targets, with 114% and 137%. We are higher on PE.

Q146 Chair: To take that last example of the 137%, having an over-filling of chemistry means that those chemistry teachers will be able to help across science. That sounds good, and we know there are shortages that they will be able to help fill. When you have got a surplus of arts teachers, is there not a risk that you are wasting their time and their money, and there will be no job at the end of it?

Mr Laws: We do not think so, because we obviously look at the degree of flexibility we allow on these things—in other words, the total number of places versus the target. We take into account that you can get quite big ups and downs from year to year, which are sometimes quite difficult to explain on any sort of rational basis. You literally do get some years where you have much better quality and much larger numbers of applicants in particular areas, so we think if we are getting really good-quality people in a particular area in a particular year, we should be flexible about that. We know, for example, that over the past few years one of the really encouraging things is that the quality of applicant, measured in terms of degree qualification, is going up across all subjects.

Q147 Chair: Is it going up any faster than the gross inflation? We have all the talk about grade inflation at GCSE and A-level, but actually if you want to find some real outofcontrol grade inflation, you go to universities.

Mr Laws: I am looking at the figures comparing 2010–11 with 2012–13, so this is only a two-year period of any inflation that could have taken place. In physics, we have gone up from 50% to 62%; in other words, 2:1 and above. In maths, it is 51% to 62%, and in all subjects, it is 62% to 71%. I can try to get you, if you want it, a measure of what has happened across the entire university system, but I doubt it would be possible to explain that other than that we are attracting more highly qualified people into teaching.

Q148 Chair: Do you have any idea of how many people have actually started their training, and when will you publish that data?

Mr Laws: What we know is that the total of acceptances this year is 26,170 through the

postgraduate ITT routes. Obviously, we still have a small number of people to come into the system, and we still have a small number of people who may drop out of the system. It is very early on in terms of data, as you will appreciate, in this particular school year. I do not think that we would have better data than that. I will ask Charlie to correct me if I am getting any of that wrong.

Charlie Taylor: No, that is right, and the final figures will come out in the census in November when we produce those.

Chair: I should particularly welcome you, Charlie. It is nice to have you before the Committee, and I hope you are feeling well.

Charlie Taylor: Thank you.

Q149 Pat Glass: Minister, you were here earlier. You heard the same evidence that we did about the qualifications of applicants being put forward by some schools—that people do not have GCSE maths, English, or a degree. Now, they are not being processed in the maintained sector, but academies can pretty much do as they like. Do you have details of the qualifications of teacher training entrants to the various routes, and does that information that we heard this morning worry you?

Mr Laws: It would worry me if we had evidence for it. Those of your witnesses who reported on a number of areas expressed concerns about particular issues, but some of what they were reporting back to you was anecdotal. I would invite them, if they have got some specific evidence, not only to submit it to your Committee but to submit it to me.

Q150 Pat Glass: So do you have the details of the qualifications of the entrants into the various routes?

Mr Laws: We will have high-level data. I do not have it to my fingertips, but if you would like it as a Committee, I can supply you with the information we have got. I point out, obviously—and this has not been without controversy—that we have obviously made sure that we have rigorous tests for all teachers coming into the system in terms of English and maths, to make sure that they have got decent, basic skills. That, particularly, makes sure that teachers have got the essential competences that we think are important for all teachers in whatever subject they are. I am happy to send the Committee, Chair, if you would like me to do so, whatever information we have got. Obviously, if your witnesses report back issues of concern to you, I would encourage them and you to share them with us, and we will look into any concerns and report back to you.

Q151 Pat Glass: We also heard of a system that does not seem terribly efficient, where applicants who do not meet the entry requirement can apply again and again through different schools, or an applicant who is successful can keep trying for a better offer. Is there not a better way of doing this?

Mr Laws: One of the things we do have to learn from this year's system is whether we can make the applications process more effective, and whether we can ensure that if we have people who are not succeeding in securing places down one particular

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route, they have an opportunity to pursue another. That is very important in terms of the portal, where we agree that the quality of that could actually be better. To give you an idea of the scale of the challenge that we have got, the School Direct route has been very, very popular with people this year. It is very, very popular with schools, and it is very, very popular with people who are applying to it. In terms of the choosiness of institutions, I can give you figures that show that schools are choosing one candidate for every 4.5 people who applied to School Direct, whereas the GTTR route accepted one in two.

Q152 Chair: But if 40% of the School Direct applicants did not understand the requirement in order to get on to the course, and they were automatically ruled out, it could be that those numbers are not quite as they seem.

Mr Laws: I think the numbers reflect, firstly, the fact that we think that schools are being very choosy about who they take on—which is quite understandable, particularly given some of the expectations in employment—and therefore the number of applicants to successful places is—

Chair: Or it is not being advertised very well and accurately. If 40% of people who apply for a job are ineligible for that job, then somebody has not done a very good communication exercise.

Mr Laws: We are being told by some people that we are communicating too actively, and trying to divert people from other routes, and other people are saying that communications are not good enough. I think that it is inevitable in the first big year of a project that there will be some people in the system who do not have perfect knowledge. The other thing, of course, is—without giving you too many statistics—that in the School Direct system, we think that there have been 28,000 applicants this year, individual people who have been expressing an interest in School Direct places and bidding for places. However, there have been something like 80,000 bids: so, in other words, those 28,000 people have been putting in multiple bids to different people that they are interested in getting placements with.

One particularly critical thing—this is an area where I acknowledge that we need to do better next year—is that we need to have a processing system and a portal that not only links up the School Direct places and the GTTR places, which we have not had in this first year, but also that makes sure that the timeliness strikes the right balance between giving institutions the opportunity to make the right decisions and not having a whole series of decisions trapped in a process that takes too long, so that the whole system cannot then use the potential pot of people more effectively.

Q153 Chair: Will the portal be mandatory?

Mr Laws: The portal will be something that we will be using for all applications, and we will make sure that it is joined up across GTTR and across School Direct places, which is something we have not had this year. I have acknowledged that that is something that we want to fix in the second year.

Q154 Pat Glass: That seems very sensible. Minister, the low recruitment numbers to School Direct for the academic year 2013–14 appeared to lead to some desperate measures, such as exaggerating the numbers of highly qualified graduates coming through School Direct. Would you accept that?

Mr Laws: No, I do think that sounds unfair. Obviously, this is the first really big year with School Direct, so we had to make a judgment about what number of places potentially to allocate. We made a judgment on the basis of the expressions of interest that we had from schools, so it was not a figure that we picked out of the air. In other words, the expressions of interest and the allocation were a very similar figure. We then, as I mentioned to the Chairman early on, deliberately over-allocated places—particularly in the shortage areas—so that we built into the system a greater degree of demand, so that we did not end up with the fact that School Direct was coming in and causing any undershooting. What we then have found this year is that schools have been very, very picky about this massive number of applications they have had, and they have accepted roughly 6,500 of the 9,500 places that we allocated. Some of this could, of course, be a function of this being a first-year system, and so there is a degree of bedding in. We will be making—this was the challenge that Pam, I think, put to us earlier on—a very careful judgment in a few weeks' time about how many places we need to allocate next year. That will take into account, obviously, the experience this year and the numbers of expressions of interest that come in before the deadline.

Q155 Pat Glass: You think things like expressions of interest or gross applications do not misrepresent the situation somewhat?

Mr Laws: No, I do not think so. I think it is a matter of using the best information we can. Charlie and his experts—when I discuss it with them this year—in advising me of the decisions to take will have the benefit not only of the numbers of expressions of interest but also of knowing where they come from and how those particular institutions do over this year—whether they were institutions who put in for massive numbers of people and did not actually deliver any of those places. I think that we will have a better quality of information in the coming year. There are already some indications that the demand for School Direct will be higher next year, notably higher than this year, and I suspect that is because it is pretty popular with both applicants and schools. They will have had the experience of understanding it more in the first year; they will have a better portal system.

Q156 Chair: Are your numbers not a bit skewed? The number of applicants for each School Direct place per person was something like seven, and it is far less for GTTR, so doesn't that rather flatter you? You have got people applying multiply through the system, and you count up the applications and say, "Oh, look at all these people applying." They are not; you have got to divide it by seven.

Mr Laws: The figures I cited are not grossing up the entire multiple applications for individuals against the places. If I had done that—which I could have done—I could have been rather misleading, and you would have caught me out. If I had done that, I would have had 88,000 bids for 6,500 acceptances. What I am talking about is the more sensible position of the number of real people versus the acceptances there were in the system.

Q157 Chair: Have you looked at Professor Howson's critique of the Department numbers?

Mr Laws: In fairness to John, I think that some of the blogging and other information he has put out is interesting and useful and picks up on some real issues to do with physics and maths, but he would probably be the first to accept that he has not had the complete picture in all of the data from the different routes. Some of the consensus expressed, I think, will be moderated when he sees the full dataset that has come in that was not available at the time. I am sorry that this did not come to your Committee earlier, but we, as you know, accelerated the release of data on the GTTR.

Chair: We appreciate that we did get it, and we do understand why it was so late. Anyway, we will not go into the difficulties around it. It is fine.

Mr Laws: Just to finish that point: we will, in a few weeks' time, be making that judgment that Pam was talking about earlier on. At the moment, it looks like there is more demand, but we will have a much better set of criteria to judge allocations this year, and obviously we want to make sure that we set the allocations at a sensible level.

Q158 Pat Glass: Charlie, there has been a certain amount of criticism this morning that your organisation has tried to manipulate the market by directing PGCE students towards School Direct.

Charlie Taylor: I think that is unfair, because what we have aimed to do is to get the information that there is another new route out there to people who are thinking about teacher training. We may have given emphasis to School Direct because it is a new way of training that people would not have known about before.

Q159 Chair: So you would not plan to do that in future?

Charlie Taylor: We have an overall marketing strategy that we follow in order to target the right people to get them into training, and we look at that and we review it every year.

Q160 Pat Glass: You are saying you have got a strategy for getting the right people into training. Is it about getting the right people into training, but also the right training route for those young people? Because, for some young people, the PGCE route will be the best route.

Charlie Taylor: That is right. One of the things about this diverse market is there are different ways for different people. Some people want to go down a route where they end up with a PGCE qualification and want to do a university-based course. Other

people are very keen to go into, for example, a SCITT, or other people are very keen to follow the School Direct route. There is a wide range of options for people, and we think that is a good thing.

Q161 Pat Glass: So no arms on backs in future?

Charlie Taylor: "No arms on backs"?

Pat Glass: No blackmailing in future?

Charlie Taylor: Certainly no blackmail.

Mr Laws: I think in fairness, I just would want to make the point that there is a real risk for us in this. If we did not really push this and make the efforts that Charlie and his colleagues made, the criticism would be, "How the hell do you expect people to know about this new scheme when you are not advertising it?" Obviously, since there is a bit of competition involved in these things, the existing providers are sensitive about the degree of publicity because they do not want to feel that they are skewing things unfairly. In the future, we need to make sure we have got the balance right. In this first year, we really have had to get information about this new scheme out there; otherwise people would really wonder what we were doing.

Q162 Chair: That makes sense. Do you regret, Charlie, claiming in June that School Direct had helped to increase GCSE maths results, when in fact this is technically impossible because it only started the previous September?

Charlie Taylor: I am not sure about the claim that you are referring to; sorry.

Chair: You claimed in June this year that maths GCSE results had been helped by School Direct. Is this not a claim you recognise?

Charlie Taylor: No, it is not. No, I am sorry. I am not sure where that came from.

Chair: We will move neatly on, then. We will leave it there.

Charlie Taylor: I am very keen on School Direct but—

Chair: One or other of us can write to the other to express regret for getting it wrong. I expect that, doubtless, will be me. Siobhain is not here, but Charlotte is.

Q163 Charlotte Leslie: I am Siobhain for the duration of this. I just wanted to home in a little bit on quality of applicants. There are slightly conflicting messages. The Minister and Secretary of State say that School Direct attracted a higher quality of applicants, but there is also evidence that people who have not got GCSE English and maths have applied. Just now, Minister—if I understood you correctly—you said that this was odd; because of your communication strategy, people had complained that you had both been communicating too much and not been communicating enough. Do you think you may have confused energy with clarity on that, and that you may have been communicating a lot, but not particularly clearly?

Mr Laws: I would obviously defend our Department and Charlie's organisation. I think we have explained these things clearly, but when you have a big new system, there will always be a minority of people who

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will not understand every last detail. It is quite early days yet, obviously, to draw lots of conclusions about the nature of qualifications of people coming into School Direct versus the other routes. The data is at a really early stage. There are some indications that the qualifications of people coming through School Direct are higher than the other routes, but I would not want to overstate that until we have more reliable evidence on it. When we have, we would obviously be very keen to share that information with you.

Q164 Charlotte Leslie: Charlie, in inspections of initial teacher education provision, will the degree class of trainees have a bearing on the final judgment?

Charlie Taylor: It is one of the things that is taken into account as part of the overall judgment made.

Q165 Charlotte Leslie: Going back to the portal, I wanted to clarify: has it been hard to track School Direct recruitment this year?

Charlie Taylor: Do you want me to take that?

Charlotte Leslie: Yes.

Charlie Taylor: Sorry. It has been difficult to get all of the information we want at the right time, and that is why we have not put all the information out, because we could not be certain that everything we had was accurate at each time. As we get to the end of the process, we will have accurate information, but more importantly, going forward, we accept that. Next year, we will have much more accurate information, because it will be through a single application system. All applicants for teacher training will go through the same route, whether they are going for GTTR, SCITT, or School Direct.

Q166 Charlotte Leslie: Will that provide weekly tracking for all recruitment, no matter which?

Charlie Taylor: We do not own the system; it is actually UCAS's system, and we will talk to them about how and when they want to release the data on that.

Q167 Charlotte Leslie: Without reliable data at the moment—I appreciate you do not have reliable data, as this has just started—how can we be sure we are not facing an imminent teacher shortage?

Charlie Taylor: If we look at the history of how we do recruitment and allocations, we know that in-year variations or one-year variations in terms of applicants do not have an effect in the longer term. I think there are two reasons for this: first of all, we over-allocate places anyway in any one year, to take into account the churn of people. Secondly, only about 25,000 of the 45,000 teachers we need are people who actually come as newly qualified teachers. The rest are either returners into teaching—people who have taken a career break—or people who have trained in previous years and then come back into teaching. We are used to these fluctuations that we get in terms of recruitment. What we then do every year is adjust the next year's recruitment targets to take into account what the situation was like before, but one-year fluctuations are not something to worry about. If you had a historic, longterm one, that would be more concerning.

Mr Laws: Do you mind if I add to Charlie's answer? While, obviously, we are not complacent in the areas where we have undershot the target, it is worth bearing in mind that our total recruitment this year against the target for all the postgraduate ITT places is going to be something like 96%. Over the last two years, both while we have had a coalition Government and, I think, at the end of the previous Government, we had over-recruitment in all of those four or five years. We are starting in a good position.

One thing that we do need to watch very carefully to make sure that there is no complacency around it, which is important, as well as this issue of School Direct, is the wider economy. There clearly is a pattern where, in terms of the ability to have a surplus in any one year, it is more likely that you are going to have a surplus when the economy is down, and we can see that through the data, which we would be happy to supply to you if you have not already got them. They show the deficit and surplus on teacher recruitment each year. It is notable that there were shortages versus the target in the years 2001, 2002, 2003 and 2004, when there was quite a lot of economic growth. Then, in the recession period, we started getting surpluses in 2008 that got larger and larger and larger until 2010–11. Those are starting to go down. There will be a number of factors in that, but this is partly reflecting the ease of recruitment during periods of boom and bust.

The other thing that is really critical, which I mentioned to the Chairman earlier on in response to his question, is the stock of people that we are educating in these shortage subjects. We have not had enough people who are being educated at A-level and at degree level in physics, maths and so forth. It is just not conceivable that we are ever going to recruit over a third of all the maths graduates into the school system, and therefore the answer—as well as getting all of these things right that we are discussing with you today—is to make sure that we have got many more people coming through in the shortage subjects, because then we will be addressing the really fundamental side of this.

Q168 Chair: On the subject of the data, I know it was brought forward and rushed, and we do appreciate it. However, it would have been very helpful to have historic data. Having last year and this year does not help you have any idea of the trend, and therefore it would be useful to have that information and try to show it over a longer period. If we are in a year where there is a major promotion of a new route into teaching at the same time as a big effort to increase numbers in teaching, and we see a drop-off, it could be—looked at in the historical context—that one could be a little worried about that.

Mr Laws: Chairman, I think what we sought to do is to give you the new and fresh data. The other things that I have mentioned are in the public domain, but obviously if your Committee wants any additional data from us in order to give you historical context, then we would be very happy to supply it to you.

Q169 Chair: Just going back, Charlie, to qualify the earlier issue, in early June the National College sent

an e-mail to individuals on its database containing a case study of a school where School Direct trainees had reportedly helped to bring about a rapid rise in maths GCSE results. Yet, as I have said, School Direct was only introduced the previous September, meaning no relevant GCSE results could have been produced. The National College, I am told, now accepts that the school results could not have been affected by School Direct trainees and, “Tightened up its approval systems for future promotional material.” It was that kind of effusive enthusiasm.

Charlie Taylor: I am very sorry about that, Chairman. That is exactly the paper I have been passed as well. When we spotted the problem, we immediately withdrew the thing from the website, and I apologise that it went there in the first place.

Q170 Chair: Should start-up money have been given to schools to help such a big programme as School Direct get off the ground?

Mr Laws: Obviously people would always like more money, for understandable reasons. My view is that the mechanisms and the financing that they put in place have been adequate. It clearly has not deterred schools from engaging in this because we have had a massive amount of interest and some very, very enthusiastic head teachers across the country about this. So my perception is that it has not been a problem and an issue. I do not know whether you want Charlie to add anything, if he has received other feedback.

Q171 Chair: We will probably move on and talk about the way School Direct places are funded and whether you think that is right. You are doing a pilot on funding directly to schools. Will that increase schools’ confidence going forward?

Mr Laws: If there are funding issues, I want to make sure that we do look at them, because the thing has been in place for a year and, even without your inquiry, we would obviously want to be looking very closely at the lessons to be learned. We need, on the funded places that are particularly for returners—on the salaried places—to make sure that we have the economic support there right.

You will know that we have a different rate for the shortage subjects compared with the non-shortage subjects. We need to make sure we pitch the level of remuneration right there to attract the type of people we are getting. So we will essentially be doing a stock-take of all of these issues over the next few weeks and months, prioritising those that relate to the allocation of decisions that we have got to make first, but looking also at these other issues. Obviously, through your inquiry and elsewhere, we want schools and universities that have constructive suggestions to make them. But there is virtually nobody who is saying to us—nobody has said to me—“Get rid of the system altogether; it’s completely mad.” The only feedback that we are getting, even from universities, is, “We agree with the principle. We want the detail to be right and we want assurances about the final destination.”

Q172 Chair: On the pace and scale, I think the earlier witnesses were summarising it by saying that it was the pace of change and the scale going together that they had some concerns about.

Mr Laws: Yes. I do not underestimate or want to knock down the concerns that they have, but as one of your colleagues highlighted, it is inevitable that those providers who feel threatened by a new system in which there is a greater degree of choice will worry about their places and their provision. The fact is, in terms of allocations, the majority of universities had larger allocations this year than last year, taking the GTTR and the School Direct places together. Most universities are bedding down to the system extremely well. We will look at that.

Q173 Chair: We heard earlier about Bath—you were here. Bath University is absolutely first-class. It has been rated as excellent—there are three others. So rather than a more competitive environment squeezing out the long tail of weaker providers, is the disappearance of Bath from the playing field something you welcome?

Mr Laws: I do not think I would welcome any quality providers leaving the system, but I would want to put it in context. Bath, at the moment, has an allocation of about 128 places. I think that is what we had for 2012–13. It had 115 in 2013–14. So it is a pretty small provider. With the biggest providers, you are talking about 1,500 places. That is not a reason for complacency, but it is a reason to put it in context. It tends to be the university that is constantly cited as the one that is considering leaving the system. Well, actually, it is one of a very large number.

Chair: So it is one of a very large number that is looking to leave the system.

Mr Laws: No. Sorry, it is one of a very large number of universities, the majority of which are not looking to leave the system and many of which are probably saying very quietly, including some of those whose allocations have gone up by 50% over the last year, “This is a fantastic system and we are thriving in it.” We have got many universities that are saying, “Look, we are really keen to work with schools, and actually we accept that this system is forcing us a little bit to have a more responsive system, so that we can work with schools,” whereas in the past, a school might have said, “We’d like you to change your education and training in particular way.”

Chair: Sorry, Minister. Pat?

Q174 Pat Glass: Minister, I do think that is slightly complacent. I am involved with the schools of education, certainly at Durham University, and I know that they are constantly keeping this under review. Now, if we are losing universities like Bath and Durham—and I hope that we do not—surely you, as a Department, as a Minister, should be looking at this. These are good quality providers, delivering some of our best teachers.

Mr Laws: It is understandable that they should be concerned, because they are people who stand to lose if they do not secure a place in the new system but, firstly, the evidence is that schools still want these partnerships from universities and are still giving a

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very high priority to the universities that they have had traditional relationships with.

In any system where you move from a monopoly provider and a set allocation of places to something with a bit more choice and freedom, people are going to have concerns. But my view from the feedback we have had so far and from the way in which decisions have been taken, is that this is not going to create a fundamental destabilising revolution overnight as some people fear.

In terms of where we are on a system between a Stalinist system of allocation and a complete free market free-for-all, my first submission that came to me as a Minister when I came to the Department a year ago was a submission asking me how many PE teachers I wanted to recruit in the following year, to which my answer was understandably, "I have no idea whatsoever."

Pat Glass: More than you need, according to this.

Mr Laws: So we are a long, long way from a system in which we are not exercising a central influence. This is moving to a much more balanced system, with more choice for schools, but it is a partnership, not a free-for-all.

Q175 Pat Glass: But Minister, we had a system—although any system can be improved, and I accept entirely ours could be improved—that was regarded internationally as outstanding. Now, the evidence we have heard today is that you are putting in place a system that is not quite ready, and you are dismantling the existing system, which was pretty good. Does that not worry you?

Mr Laws: I do not in any way—and I would not dare—criticise the Select Committee for bringing into the hearing people who have got potentially critical things to say about how we can improve the system. But if you brought in today a whole load of new teachers who are applying into the system, who are really attracted to the School Direct system versus other routes, or if I brought in to see you, as you will have spoken to yourselves, some of the head teachers who are massively enthusiastic about this and think it is leading to more positive and balanced relationships with their universities, you would really hear from lots of players in the education system who think that this is a great thing.

Q176 Pat Glass: I do not think we have a problem with School Direct; we think it is great. We just do not think it is up to taking over the whole system yet.

Mr Laws: And it will not take over the whole system. This is going to be a partnership; it is not going to be a free-for-all. And the universities are still going to be absolutely essential players in teacher training for as long as I can see.

Q177 Chair: So essentially, looking past the quality of what Bath does, it is in the tail because it is a relatively small provider. So you think a better system would be one in which you had probably larger providers?

Mr Laws: No, I do not have a view, and I do not think the Secretary of State does either, as far as I am aware, that we would like a particular number of providers.

What I was simply seeking to say is that quite often people say to us that the universities are concerned about this and "you might lose lots of them from the system". They cite Bath and it tends to be that one that is particularly cited, but they are one university with a very small allocation out of a vast number.

Q178 Chair: You are a free marketer. If you look at the number of grocery stores there were 100 years ago, there are fewer now because there is consolidation in a more competitive position. Is that what you want to have happen? You are not dictating or saying, "I want to only have so many," but you are creating a structure in which the allocation from the centre that kept people alive goes, in which case they have to compete and there is likely to be consolidation. At that point, the likes of Bath and maybe some other providers whose quality is thought to be high but whose numbers are low end up being driven out of the system. You are not prescribing it, but you are allowing for it.

Mr Laws: Personally, I do not have a policy preference for a small number of providers. But if, firstly, some of the poorer-quality providers that schools do not want to partner up with end up leaving the system and other ones grow, that is fine by me. And while I would rather keep providers like Bath in the system, because they have had a good quality provision and have done a good job in the past, my particular concern is that we have got enough high quality places right across the system and across the country. That is the key test that I would apply to this.

Q179 Chair: What are the terms and conditions of the expectations of employment for the salaried School Direct trainee? What should applicants expect at the end of their training, and are they getting it?

Charlie Taylor: The expectation of employment was brought in because we wanted to have a system where schools were not just training people willy-nilly but training people specifically and thinking about roles for them. We deliberately were not very specific on what we wanted schools to do with that stipulation. We simply said that there is that expectation.

We would expect that that expectation will be fulfilled generally across the board, and it is one of the things that is attracting applicants to it. However, if we are in a situation, for example, where a small primary school, simply because of resources, is unable to fulfil that expectation, then obviously we would be understanding on that. The point here that is most important with, for example, that small primary school is that if schools are working together through a teaching school, through an academy chain—whatever it might be—in alliances, in partnerships, then they are able to cover off the expectation of employment throughout the group, and we would be very comfortable with them doing that.

Q180 Chair: I have a rural constituency on the coast, and not a lot of those protective systems are in place to support my schools. Have we got yet another urban-centric policy that does not really work for small rural schools?

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Charlie Taylor: No, I do not think so. You tend to get less turnover in smaller rural schools anyway. I have talked to some schools in Cumbria recently where they have created quite a big alliance run by an infant school, who are managing the School Direct for a big local area—40 schools. That is what we hope to do later on. With the new announcements on teaching schools that the Secretary of State made, we are aiming to get more teaching schools in those areas, for example coastal areas, where recruitment can be difficult in order that we can build bigger alliances and manage School Direct.

Q181 Chair: Who is bringing that about? Who do I need to have a meeting with to see what they are doing in Beverley and Holderness?

Charlie Taylor: We would be delighted to meet you.

Chair: Splendid, thank you.

Q182 Pat Glass: May I ask about planning teacher numbers? We have heard about the almost perennial shortages in maths and physics, and generally around science and computer science. But we know that there are also shortages in primary, and we have heard this morning about Key Stage 4 and, to some extent, Key Stage 5. Also, a significant number of teachers are at or around the 55-year level, where currently under the pension scheme they can go. So some of those things are long-term issues and some of them are immediate. Who is responsible for ensuring that we have an adequate supply of teachers—not just teachers, but the right teachers in the right subjects? Is it the Minister?

Mr Laws: It is me and the Secretary of State, and obviously we have a huge amount of expertise in Charlie's organisation to make sure that we make the right judgments. I do not want to repeat the things I said earlier on but, in terms of primary recruitment this year, we are at something like 98% of the target. Overall, we are 95% or 96% of the target. We have over-delivered against the target for each of the last few years, both of the coalition and under the previous Government. And, of course, there is the point that Charlie made, which is that a lot of the people who come into teaching in any one year are people who are already trained to teach—they are returners and so forth. They are not just those who go through the teacher training system. Particularly as we come out of the difficult economic period we have been in for the last few years, we will have to be very nimble in making sure that we make the correct judgments about the teacher recruitment scenario. As we get stronger growth in the economy, we will be competing more with other areas of employment, particularly for highly trained people in maths and physics.

So we have to make sure that we get our figures right—we have got to set them right. Also—this is another thing that Charlie and I will be doing later on this year—we need to look not only at the long-term measures we can take to get more people to take A-level physics, maths and so forth, but also at our bursary incentives. Those have been very successful in some areas in attracting people. I suspect the reason we have done so incredibly well in areas like chemistry this year is not unrelated to some of those

incentives. So we will constantly be looking very carefully at where we have under-delivered against a target and we will be looking at the incentives that we can send, through the bursary system, to get people in there.

Q183 Chair: Do you think the openness and transparency on those figures—providing them to us today—helps create better decision making and makes sure that organisations such as Charlie's are better placed to deliver what we want?

Mr Laws: Yes. I mean it certainly a) keeps us on our toes, and b) gives the widest number of people an opportunity to comment on the judgments that we are making.

Q184 Chair: So this openness and transparency is important?

Mr Laws: It is extremely important.

Q185 Chair: So will you publish your planning model for trainee places for teachers?

Mr Laws: I am happy to look at that, Chair. Because it is quite a detailed issue and I cannot anticipate what the issues might be—

Q186 Chair: My understanding regarding the DfE is that, despite your and, I know, other Ministers' personal commitment to transparency and openness, it seems not to have stretched so far to a willingness to release the planning model.

Mr Laws: I am in favour of maximum intelligent and helpful transparency.

Chair: Excellent.

Mr Laws: I would ask for your permission, Chair, to go back to the Department and test the reasons for and against openness in this specific area.

Q187 Chair: A year in place, and as powerfully positioned as you are, we expect a very positive outcome in the short term, and we will look forward to that.

Mr Laws: I would be happy to write to the Committee on that if you are willing.

Chair: Super.

Q188 Pat Glass: So we can feel confident that there is someone with their hand on this tiller and, in three, four, five years' time, we will not be back here facing teacher shortages.

Mr Laws: Yes. That is what our job is in the Department, and that is the crucial job of the organisation that Charlie leads, reporting to Ministers.

Q189 Pat Glass: So why do you think it is that the previous panel all unanimously felt that we are heading for a 1990s-style teacher shortage?

Mr Laws: I did not quite hear them put it in those rather over-dramatic terms, which, in any case, would not be justified by any of the figures that we have got either for this year or previous years. I think that they were highlighting, particularly from the vantage point of people who have been suppliers in a previous rather monopolistic system, both their own interests as institutions and also the risks in changing in a system

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of turbulence and the impact that that can cause. We are interested in both of those issues as well, and ultimately we are the people who are responsible for making sure that there are adequate good teachers.

Q190 Pat Glass: Why are there no penalties for schools that do not fill their allocated School Direct places?

Mr Laws: There may, in a sense, be a penalty of a kind if we get evidence that people are putting in ridiculous bids and then not filling them. I suspect that the penalty—unless Charlie corrects me—will be that we will look slightly less sympathetically on their bids in future years. That is the type of penalty one would have in mind. If we started to say, “If you do not take people, we will impose sanctions or sack the head teacher,” it would be a very good way of turning the whole system off overnight, because people would be petrified. It is a new experience for head teachers as well, so they are entitled to set high standards.

Charlie Taylor: I would just add to that that obviously universities, at times, have been guilty of asking for places that they have not filled as well.

Q191 Pat Glass: But, in due course, as the system becomes more mature, if schools are not filling their allocated places and are not being sensible, then penalties may be on the cards?

Mr Laws: I will ask Charlie to advise on this because of his expertise, but my sense, unless he has a different view, is that the penalty would be of the type that I was discussing, which is that we would look less sympathetically on the bids from those institutions that are over-promising and under-delivering. I do not have in my mind any other particular penalty.

Pat Glass: No claw-back?

Charlie Taylor: I think we all agree that it is in nobody’s interest that there are bids from places that are unfilled, and therefore we want to do everything we possibly can to make sure that unfilled bids at universities, schools—wherever they come from—are reduced as much as possible.

Q192 Craig Whittaker: I just want to go back to, Minister, what you said about Bath University, for which I totally accept your answer. But I want to explore the unintended consequence of providers dropping out of the market. We heard earlier that, for example, ITT quite often supports research at universities. Does that worry you that we may lose facility for research within our universities, particularly around education?

Mr Laws: I do not think that is going to happen, but I certainly would not want to send out any indication that we want quality providers of ITT to exit the system. All the evidence is that the majority of schools want to maintain the relationship with their higher education providers, and they are making that positive choice to do so. They are often making the choice to do so with the university that they already have an established relationship with. That does not necessarily mean everything continues exactly as it was before. One thing that schools appreciate about the new system is having a bit more clout in the

discussions with universities about the way in which the teacher training is delivered and provided, because some of them have said to me that, in the past, universities would listen to their views on particular ways of delivering the provision and then just say, “Oh, sorry, this is the way we are doing it.” So it leads to a more equal relationship.

Chair: Sounds like a Government consultation. Sorry, do carry on. Sorry, before you go on, Charlotte.

Q193 Charlotte Leslie: I have a very quick question. I just wanted to pick you up on the fact you said we had a monopolistic provider system. It seems to me—and I asked a question in the last session—that a diversity of routes into teaching is good, but complexity is the downside of that. It does not seem to me that a monopoly is necessarily the way to describe the system we have at the moment. Could you expand on that?

Mr Laws: I think it was me who said that rather than Charlie, so I ought to reply. I was probably being a little bit unfair, and political and rhetorical, by describing it as a monopoly, because you are right that there are some different ways into it and there were some choices. But there was a degree of expectation in the old system that the vast majority of places would be delivered by universities. The relationship would be that schools would have to accept what universities were offering, and that individuals wanting to go into the education system would predominantly have to go through those established routes.

Our new system is not a free-for-all; it is giving a much greater degree of choice, both to people who want to teach, and clearly returners, but also to the educational institutions themselves. Those ones that say, “Do you know, I’m not interested in doing all of this. I’m really happy with the relationship with the university as it is. I don’t want to be involved in this new Government scheme,” can carry on just as before, but the people who think this is a good idea can take it up.

Q194 Chair: We had the SCITTs. Why have we got School Direct as an addition when you had the SCITTs? Why did you not just back the SCITTs—rebrand it if you thought SCITT was not very good? Why come up with something alternative?

Charlie Taylor: Shall I take that? I think that School Direct is different from what SCITTs do; even though much of what SCITTs do is very similar to School Direct, they are two separate things.

Q195 Chair: You have made it that way. I am just asking whether that needed to be the case.

Charlie Taylor: Yes, because one of the things is about schools choosing whom they want to have a relationship with. So if schools choose that they want to have a relationship with university *x* or with SCITT *y*, then that is the freedom that they get from it. If we just extended the SCITT system, it would just be schools and SCITTs. Does that all make sense?

Chair: No, not to me.

Charlie Taylor: With School Direct, the school has the choice about whom it has a relationship with, so

it can decide if it wants to work in partnership with a university or it can decide that it wants to work with a SCITT. If we simply said we were going to extend SCITTs, then that relationship with the university would not be there if schools wanted to have that.

Q196 Chair: But SCITTs have relationships with universities.

Charlie Taylor: Some do, and some do not.

Q197 Chair: So you said, “We’ll rebrand SCITTs and call it School Direct. It’s getting big Government backing. We think there should be greater leadership by schools. We’ve got these outstanding SCITT providers. People fight about the data as to where outstandingness is best to be found, but there is quite a lot in SCITTs. We’ll call it School Direct if they don’t mind and we’ll give it some big backing and promotion.” What would have been different?

Charlie Taylor: What is important here is about accreditation—being an accredited provider of teacher training. So SCITTs and universities are accredited providers of teacher training; schools emphatically are not. If schools want to become an accredited provider, they can choose to go down the SCITT route. What lots of schools will say is, “Actually, we don’t want to be an accredited provider; we want to work with an accredited provider, but do it through School Direct, rather than through the old system.”

Mr Laws: That is why we are getting so much more demand into the system as a consequence of adding School Direct to the SCITT system, because we are offering something that is extra.

Q198 Craig Whittaker: The whole process of School Direct is to increase choice, but let me just ask you in particular, Charlie, about specialist knowledge enhancement programmes. You seem to be restricting those by just ensuring that only outstanding providers can do them. Why is that?

Charlie Taylor: Subject knowledge enhancement has been enormously important in making sure that people have the right skills to go on to teacher training courses, particularly in shortage subjects like physics and maths, where people have not always got the degree that is required, but are able to, in fact, boost up their knowledge by doing subject knowledge. We absolutely want to keep subject knowledge enhancement courses in place because it is essential to get the right people into teaching. We are currently reviewing the way subject knowledge enhancement works in order that it can tie in with School Direct as well, and we are currently considering how we go forward with that. The Minister is considering how we go forward with that but, nevertheless, subject knowledge enhancement is something we are absolutely adamant will continue going forward.

Q199 Craig Whittaker: But aren’t there proposals to reduce the amount of places that offer these enhancement programmes?

Charlie Taylor: There is financial pressure inevitably around it, so we have to make sure we target the subject knowledge enhancement courses to the

subjects and the areas where we need the people the most and where there is a skill shortage.

Q200 Craig Whittaker: I am a little bit confused. Are you reducing them because of cost pressures or are you reducing them because you want to target them more towards the subject areas that we need in our system?

Charlie Taylor: There are always cost pressures—that goes without saying—but our aim is to target them specifically to the areas where we have the most shortages. Every year we review subject knowledge enhancement and we look at the areas where we need to have more of it and therefore we change it. So this is something that happens every year. It is not particularly different this year, apart from Ministers considering how we are going to align it all with School Direct going forward.

Q201 Craig Whittaker: But if you are reducing the providers by saying to providers, “You have to be outstanding before you can provide,” is that not potentially creating a danger that it will have the opposite effect and reduce the areas that we need?

Charlie Taylor: We do not think that is the case because we think there will be sufficient numbers of subject knowledge enhancement courses out there in order to get the throughput of people through the system. What we want to make sure of is that we have got the best people delivering them.

Q202 Craig Whittaker: May I ask you about the new Ofsted framework and whether, for initial teacher education, that will ensure the strong links between schools and universities that are currently in place?

Charlie Taylor: Yes, universities are subject to the new inspection framework and they need to be clear when they are developing partnerships with schools that that teacher training process will be subjected to Ofsted and to the Ofsted process. It is a more rigorous system that Ofsted brought in, but they want to raise the bar in terms of the quality of teacher training.

Q203 Craig Whittaker: I understand that you want to raise the bar, but what I am interested in is whether that will enhance the links between schools and universities.

Charlie Taylor: I do not see that it should not. Provided schools and universities have the right partnerships, provided the communication is good, provided those partnerships are worked out, then I do not see the Ofsted framework should be a difficulty with that, as long as schools are understanding that what universities do, or what SCITTs do, will be subject to Ofsted.

Q204 Charlotte Leslie: I just wanted to talk briefly about the proposals for a royal college of teaching. What is your understanding of how those proposals are progressing?

Mr Laws: We are very supportive of the idea, as I think you probably know. The Secretary of State has made it very clear, and I think he has been very sensible in doing so, that if this is really to succeed and have credibility, then it must not be seen to be

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something that is fixed by Ministers in the Department for Education as a perfect model of how we would like the world to develop. We think it will only have real credibility if there is buy-in from the profession and other groups, and they are obviously, as you are well aware yourself, leading the debate on this. We do not want to be prescriptive in the initial stages in insisting it goes in a particular direction; we do not want to be prescriptive about what the final outcome looks like, but we are very supportive of it.

Q205 Charlotte Leslie: In some of the discussions that have been going ahead, Joan McVittie, in the exploration of the roles it might take, suggested that a lot of what it might do begins to look and feel a bit like the national college for teaching and leadership. In its support for a royal college and in the Government's Big Society devolution tone, were a royal college to assume those functions, how much willingness is there to devolve Government functions to a professional body for teachers in the Department?

Mr Laws: I think there is some willingness, but I would want to be very clear—and I am sure the Secretary of State would—about the rationale for each individual area and whether it is something that could sensibly be put at a distance from the Government, in which case if it was a credible body, it could perhaps be done better, or whether it would be a core departmental responsibility. Some of the things we would definitely consider would be relating to setting teacher standards in terms of quality of teachers, enhancing professional development and informing professional practice with evidence. I think we can imagine some of the core functions of Charlie's organisation, but it just would not be sensible to essentially transfer out of state control.

Q206 Charlotte Leslie: What sort of functions would they be?

Mr Laws: Some of the functions we have been discussing today in terms of the core responsibility for making sure there are enough teachers in the system and adequate finance to deliver. I do not think you can outsource some of those core functions away from Ministers and politicians; we have to take responsibility and we have to have the ownership of public funds.

Q207 Charlotte Leslie: On setting standards—teaching standards—what about setting standards for the education of teachers, and setting standards for initial teacher training?

Mr Laws: In some of those areas, particularly in relation to minimum standards, I am not personally persuaded that we could completely contract out to a body that was not related to the Department. But there is a lot that we could be doing in this country to recognise and to encourage professional development, and to recognise that through the course of a teacher's career, so that we do not just have a qualification system where people are allowed entry to teaching and that is it. If we had ownership of that beyond the Department, it would probably be quite a healthy thing.

Q208 Charlotte Leslie: Has the Department looked at the way this works in medicine? I will use the example of surgery. The standards for good surgery are set by the Royal College of Surgeons. Another role is taken by the GMC and obviously the DH and NHS England have another role. In looking to raise the state of the profession, has the Department done any work on looking at how it works in medicine, which has some, although not all, analogies?

Mr Laws: I am not aware of any, but that does not mean that lots of our excellent people have not done the work.

Charlie Taylor: What is interesting is that the Ben Goldacre review that was conducted looking at an evidence base within education was bringing a medical perspective to how education works. I think that was taken very seriously and created a lot of interest and energy out there in terms of looking at more evidence-based practice going into teaching. Specifically, I am not sure about whether they have made a direct comparison, but I know that people are thinking about it.

Q209 Charlotte Leslie: Do you think, with a royal college idea emerging, it might be quite good preparation for the Department to look at what works and what does not work so well in terms of keeping hold of departmental responsibilities?

Charlie Taylor: The Department wants to wait to see what comes from schools. The terrible risk is that it is seen as something that is being imposed from the Department or from Ministers on schools. What is very important is that it comes from schools to the Department as a proposition rather than the other way around.

Q210 Charlotte Leslie: Do you think preparation for a strategic retreat of powers might be something worth considering?

Mr Laws: We should certainly look, and are certainly looking, at these issues and thinking about them. We want it, as Charlie said, to be driven by the profession, not us, but we are not in the space where we are literally saying, "We've got no interest in this or views. We'll just sort of sit on the beach and wait for somebody to come with a pre-cooked meal for us," because clearly we have quite an interest in these issues and we cannot just sit back and have no opinions about them. So we are thinking about it, while wanting the profession to create this, rather than for it to be engineered in the Sanctuary building.

Charlie Taylor: Just to say, as far as the National College is concerned, our aim is: if there are functions that can be better performed or should be performed by schools, we would look to push those functions out towards schools, taking into account the fact that we need to have, for example, control, as the Minister say, over things like teacher numbers altogether and responsibility over finance.

Q211 Charlotte Leslie: Talking of finance, one of the obvious challenges in a new college setting up, which the old historic colleges do not so much have, is initial finance and seed funding. Although the Department—and I think it is perfectly right—does not want to be

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involved and does not want it to be an arm of Government, is the Department prepared to give any seed funding or even underwrite some of the costs of initial setup?

Mr Laws: We have not reached any firm decision that I can announce to you on that and commit the Secretary of State to. What he definitely wouldn't want to do, and what I wouldn't want to do, is to create a future dependency—a stream of revenue funding—which I think is not what you are asking

about. Could we facilitate something else with upfront investment? That is something that we are more open minded about and would be certainly willing to think about.

Chair: Can I thank both of you for giving evidence today? If, following reflection on today's hearing, there is anything you want to add, we would obviously be grateful to hear from you. Thank you very much.

Written evidence

Written evidence submitted by NASUWT

The NASUWT's submission sets out the Union's views on proposals for a College of Teaching and the general principles underpinning the School Direct programme. The submission is informed by the Union's regular engagement with its teacher and school leader members.

The Union's specific concerns in relation to recruitment into the School Direct programme are addressed in additional evidence submitted by the NASUWT to the concurrent Inquiry being undertaken by the Committee into this issue.

The NASUWT is the largest union representing teachers and headteachers in the UK.

COLLEGE OF TEACHING

1. While the precise role and function of a College of Teaching remains contested, it is evident that teacher professionalism is central to debates about the establishment of a College because the high quality public education system that proponents of a College seek to advance relies upon the quality of the workforce in schools and throughout the public services.

2. The report of the Organisation for Economic Co-operation and Development (OECD) to the inaugural International Summit on the Teaching Profession, published in 2011, set out a clear responsibility for Government to commit to establishing an education system that recognises and develops teachers as professionals.¹ It is therefore evident that a world class school system cannot be sustained where there is no guarantee of quality professionals working in every school. A national framework of professional requirements and standards, underpinned by a framework of professional terms and conditions of service, including a contractual entitlement to professional development and training, is critical to ensuring educational quality for all children and young people.

3. These are well established principles in other professions, such as medicine, accountancy and law, where common qualification and practice standards, backed by effective regulatory arrangements, ensure that the highest levels of practice are promoted and sustained, providing an assurance of quality for the users of professionally-staffed services.

4. However, the removal by the Coalition Government of the requirement for teachers in state-funded schools to possess Qualified Teacher Status (QTS), serves to highlight Ministers' misguided conceptualisation of teaching as a "craft", learned simply through mimicking the practice of others, rather than as a complex professional activity.

5. These considerations emphasise the fact that meaningful work to establish a College of Teaching cannot precede action to place teaching on an appropriately-regulated, professional footing in all sectors, state-funded and independent. Rather than enhance the status of the profession, attempts to establish a College without addressing issues related to the regulation and accreditation of teaching would simply serve to diminish the standing of teaching in comparison with other professions and undermine any potential that a College might have to enhance the professional status of teaching by, for example, ensuring that all teachers have an entitlement to the highest quality professional development and training opportunities.

SCHOOL DIRECT

6. It is evident that established school-centred approaches to initial teacher training (ITT), such as the former Graduate Teacher Programme (GTP) and those managed by School Centred Initial Teacher Training (SCITT) consortia, have represented a credible and effective training option for those seeking to gain QTS.

7. However, the Union is concerned that the Coalition Government's School Direct programme, which the Department for Education (DfE) intends to play an increasing role in the training of teachers, not only fails to reflect to the key principles upon which effective school-centred ITT is based but also serves to emphasise Ministers' unjustified denigration of higher education institution (HEI)-based routes to QTS. Assertions made by the DfE that HEI-based routes to QTS are of lower quality than school-centred alternatives do not withstand serious evidential scrutiny.²

8. The NASUWT is particularly concerned that a clear purpose of the School Direct programme is to marginalise the critical theoretical dimensions of teacher formation by limiting the role of HEIs in the provision of ITT. Evidence of this is referenced in the Union's response to the Committee's concurrent Inquiry into School Direct applications. While noting the stated commitment of Ministers that HEIs should remain involved in School Direct programmes, the NASUWT remains concerned that the DfE has failed to set out any common national requirements on the nature and extent of this involvement. There is therefore a clear risk that the quality and degree of HEI participation will vary significantly between School Direct placements,

¹ OECD (2011). *Building a High-Quality Teaching Profession: Lessons from around the World*. OECD; Paris.

² Ofsted (2011). *Annual Report 2010-11*. TSO; London.

compromising the entitlement of all trainee teachers to benefit from an effective and meaningful programme of ITT.

9. It should be noted that the financial uncertainty associated HEIs have experienced as a result of plans to expand School Direct provision on the basis set out by the DfE has placed the future of education and teacher training capacity in the HEI sector at significant risk.³

10. Serious concerns can also be identified in relation to the implications for schools of the School Direct programme. Specifically, it is not evident that sufficient steps have been taken to ensure that schools involved in the provision of School Direct have been given access to the resources or expertise required to lead and manage ITT in a way that ensures consistent high-quality. Schools may also experience pressure to divert resources away from other core areas of activity to support ITT provision and to add an increasing range of ITT-related activities to the existing responsibilities to inadequately supported members of teaching staff.

July 2013

Further written evidence submitted by NASUWT

The NASUWT's submission sets out the Union's views on issues relating to recruitment into School Direct initial teacher training programme for the academic year 2013–14. The submission is informed by the Union's regular engagement with its teacher and school leader members and organisations involved in the delivery of initial teacher training.

General issues related to the School Direct programme are addressed in the evidence submitted by the NASUWT to the Committee's follow up Inquiry to its report, *Great Teachers: attracting, training and retaining the best*.

The NASUWT is the largest union representing teachers and headteachers in the UK.

RECRUITMENT INTO SCHOOL DIRECT

1. The Committee will be aware of concerns expressed by established providers of higher education institution (HEI)-centred initial teacher training (ITT) that the decision by Ministers to support development of the School Direct programme by diverting funding away from HEI-led provision is leading to significant under recruitment into ITT courses, particularly in key shortage subjects.⁴

2. It is evident that there have been significant issues in relation to recruitment into ITT since the introduction of the School Direct programme. The most recent figures from the Graduate Teacher Training Registry (GTTR) confirm that the total number of applications for higher education-led ITT fell this year by 6.5%, from 35,227 applicants for courses starting in 2012 to 32,931 for courses starting in 2013.⁵

3. However, in noting assertions by the Department for Education (DfE) that recruitment into ITT during this period has increased, it should be recognised that the DfE has sought to conceal this decline by including in its figures 3,509 applicants for its School Direct programme who did not apply for teacher training through any other route and who were therefore not included in the GTTR ITT application data.⁶

4. The Committee will be concerned to note that applications for mathematics courses, despite significantly increased financial incentives, declined by over 10%, applications for English fell by 16%, while applications for other English Baccalaureate (EBacc) subjects also declined; for example, history by 5.1% and geography by 22%. The impact on subjects located outside the EBacc has been even more striking. For example, applications for design and technology fell by 44%, art by 16% and music by 13%. Primary teacher training applications also fell by 3%.⁷

5. While the Union does not discount the potential impact of other factors on levels of ITT recruitment, including the state of the wider graduate labour market and the degree to which Coalition Government policies have influenced perceptions among graduates of the attractiveness of teaching as a career option, concerns raised by HEI providers of ITT that School Direct has had a negative impact on levels of recruitment will be of profound concern to the Committee and therefore justify its decision to investigate these issues further.

6. The NASUWT therefore believes that notwithstanding the evidence that may emerge from the Committee's short Inquiry into the impact of School Direct on recruitment into ITT, the complexity and

³ Maddern, K (2012). "Closure on cards for 100s of PGCE courses". *Times Educational Supplement* (23 January). (<http://www.tes.co.uk/article.aspx?storycode=6167579>), retrieved on 01/07/13.

⁴ million+ (2013). "million+ welcomes Education Select Committee Inquiry into School Direct". (24 June) (<http://www.millionplus.ac.uk/press-releases/latest-press-releases/million-welcomes-education-select-committee-inquiry-into-school-direct>), retrieved on 01/07/13.

⁵ GTTR (2013). *GTTR applicant figures—October to December 2012*. (http://www.gttr.ac.uk/documents/stats/2013_gttr_applicant_figures_october_to_december.pdf), retrieved on 01/07/13.

⁶ DfE/National College for School Leadership (2013). "Encouraging rise in teacher training figures" (14 January) (<https://www.gov.uk/government/news/encouraging-rise-in-teacher-training-figures>), retrieved on 01/07/13.

⁷ GTTR *op.cit.*

potential significance of this issue warrants a more detailed investigation by the Committee into the implications of this policy on maintaining adequate levels of teacher supply in future.

7. In particular, the NASUWT draws the attention of the Committee to legitimate concerns that Schools Direct training programmes are less rigorous than those provided by other established routes, given that there are no clear expectations about the degree of HEI involvement in the training provided through School Direct or any guarantee that a teaching qualification will be awarded to School Direct trainees at the end of the programme. These concerns and their potential implications for future teacher quality are considered in further detail in the Union's response to the Committee's concurrent Inquiry on general issues related to School Direct and the establishment of a College of Teaching.

8. In considering levels of recruitment into School Direct, the Committee will note that the Schools Direct programme involves an "expectation" that trainees will be employed in their placement schools upon completion of their training. This is likely to have been seen by potential trainees as a powerful incentive to apply for the Scheme. However, there is, in reality, no guarantee of post-training employment, generating, therefore, a genuine risk that the credibility of School Direct will be undermined in future if it becomes clear that expectations of employment are not realised in practice.

9. The NASUWT is further concerned by reports that the high priority given by Ministers to maximising recruitment levels into School Direct programmes has led to applicants for alternative courses of ITT being subjected to direct and significant pressure to transfer their application to School Direct. The use of such practices can only be regarded as wholly unacceptable as they may involve applicants selecting School Direct on the basis of subjective and incomplete information and guidance. The Union therefore recommends that the Committee investigates fully the appropriateness of School Direct recruitment activities of the National College for Teaching and Leadership in this respect.

10. In taking forward its work in this area, the Committee will wish to have regard to the demographic profile of applicants for School Direct and that of those selected to participate in the programme when this information becomes available. The NASUWT is concerned that those responsible for the management of School Direct at school level may be more concerned with selecting applicants they identify as best placed to meet specific needs in their schools and might therefore underemphasise important system-wide recruitment priorities, including the recruitment of trainees from groups under-represented in the teaching workforce.

July 2013

Written evidence submitted by the Institute of Education, University of London

THE INSTITUTE OF EDUCATION

The Institute is a graduate college of the University of London specialising in education and related areas of social science and professional practice. It is one of the largest providers of initial teacher education (ITE) nationally, and one of the most comprehensive in terms of training routes and subjects offered. In recent years it has prepared over 1,200 new teachers annually for primary and secondary settings, working in close partnership with over 500 schools. Since 2012–13 the IOE has offered: the Postgraduate Certificate in Education (PGCE), the unsalaried School Direct route, and the salaried School Direct route. It is also the Teach First provider for London. At primary level, alongside its general provision the IOE offers specialist routes in mathematics, French and Spanish; at secondary level it maintains specialist teams across 15 subject strands. The IOE is also the UK's leading centre for research and development in education, and one of the world's foremost graduate schools of education. It pioneered many aspects of teacher preparation that have subsequently become routine in national policy in the UK, including school-based teacher education, and structured induction for new teachers.

SCHOOL DIRECT

1. Partnership-working between schools and universities is a central feature of ITE in the best-performing school systems internationally, including the frequently-cited examples of Singapore and Finland: in these countries ITE is based on a clinical format that combines practice arrangements in schools, supported closely by professional training in universities. The foundations of this approach are already in place in England. However, rather than strengthening ITE provision in this regard, the way in which School Direct has been implemented risks eroding the infrastructure that underpins it. We are not opposed to the principles of School Direct. We are, however, concerned about the speed at which School Direct has been rolled-out and the proposed scale of the scheme. This is because, as for other providers, it: (i) leaves provision subject to large annual swings in local demand and (ii) therefore reduces our ability to plan staffing and resources to maintain the subject-specialist teams that are central to high-quality ITE. There are wider implications for the management of teacher supply and the balance of training places in terms of geographical location and subject mix. Teething problems in the early administration of School Direct have caused additional difficulties. Addressing these teething problems alone will not be sufficient; wider modifications are required if School Direct is to represent a sustainable approach to supporting the blending of schools' and universities' strengths to the benefit of trainees.

COMMENTS ON THE ADMINISTRATION OF SCHOOL DIRECT

2. **An inefficient applications process.** Until the then Teaching Agency enforced a ceiling of three applications per candidate (in December 2012), candidates were making multiple applications, in some cases reaching double figures. It is still the case that candidates who are turned-down by one school can then apply to an alternative so long as they have no more than three applications outstanding—regardless of whether the candidate meets the basic entry requirements. The School Direct process also allows candidates to decline offers they have accepted if they subsequently receive an offer they prefer, introducing further inefficiencies. The resource requirement in operating such a system is considerable. This situation contrasts with the Graduate Teacher Training Registry (GTTR) system for “Core” places, where applicants cannot recycle their applications in this way. The difficulties noted above will be compounded if the Core and School Direct application systems are brought together.

3. **An overburdened application process.** Under School Direct, schools/clusters are expected to commit at the outset to employing the trainee at the end of the training. This means that two, sometimes three, autonomous organisations are separately involved in making offers to applicants: the candidate is being admitted to a university programme (universities continue to hold responsibility both for the quality of ITE provision and for awarding the ITE qualification), to a school as a potential employer, and in some cases to a cluster of schools. Nationally, this has proved complicated in itself. The co-ordination of interview dates across schools within clusters has also been challenging. This is particularly so when clusters are large—which in many cases they are so that schools feel better able to meet the employment expectation. More fundamentally, there are risks to the idea of the teaching profession as a profession if the confusion between suitability for appointment to a given school and suitability for teaching as a career are embedded in the selection process.

4. **Lack of clarity regarding the employment expectation.** The employment expectation has been an important selling-point for the School Direct route. It has, though, created practical difficulties for the recruitment process; it may also have put some schools off participating in School Direct altogether. Possibly in response to these considerations, the status of the employment expectation appears to have been downgraded. The risk now is that trainees are receiving inconsistent messages. Some schools are stating to trainees at the outset of the training that they will not necessarily honour the expectation. In other cases this may emerge as an issue at the end of the 2013–14 training year. Either way, difficulties are being stored-up.

5. **Lack of clarity regarding basic entry requirements.** The DfE has encouraged the recruitment of candidates for postgraduate ITE, including School Direct, who have at least a 2:1 degree. However, the entry requirement is simply for a degree, and in some subjects bursaries remain available for trainees with a 2:2 degree. While some schools are restricting themselves to candidates with a 2:1 degree, others are taking the view that other aspects of candidates’ backgrounds are more important considerations. Similarly, the requirement for three years’ work experience (sometimes described as “career” experience) for the salaried School Direct route lacks definition and is leading on occasion to the inclusion of part-time work while the applicant was a student. This lack of consistency makes it difficult to manage basic entry requirements “on the ground”. In particular, partnerships need absolute clarity from the NCTL and OFSTED on how the 2:1 marker will be treated in inspections of providers’ ITE provision.

6. All of the issues outlined above may have contributed to some schools having this year taken the decision to relinquish School Direct places allocated to them. They are compounding ITE providers’ reservations about the longer-term implications of School Direct. School Direct may also create difficulties for teacher supply as early as 2014. In order to realise the short- and longer-term potential of School Direct, there needs to be a greater balance between sustainability and innovation in reforms to ITE.

COLLEGE OF TEACHING

7. The IOE strongly supports the principle of a member-driven College of Teaching. With the discontinuation of the General Teaching Council for England, and with some of its responsibilities having been taken into the DfE and its agencies, some of the usual functions of a professional body have gone, while others remain under the control of the Department of State. The introduction of an independent body, run by the profession, could be expected to strengthen the status and standing of the teaching profession. Charged with upholding professional standards in teaching, such a body would benefit teachers and pupils. In that respect, there is an important distinction to be made between a College of Teaching and a College of Teachers, which is an approach seen in other spheres. In the absence of a national professional development framework for teachers, a key benefit of a College of Teaching could be to establish a Chartered Teacher Scheme. Equally, a defining feature of any profession is evidence-informed practice and a commitment to continuous improvement in practice rooted in knowledge of and reflection on the evidence base. Any College of Teaching must, as the royal colleges have done in other professions, provide a structure that supports evidence-based practice.

Written evidence submitted by the Universities Council for the Education of Teachers (UCET)

INTRODUCTION

1. This evidence is submitted by UCET on behalf of its member institutions, the universities and higher education institutions engaged in teacher education and education research. We have focussed on issues relating to School Direct as they are the most contentious and most pressing. We would be pleased to supplement this evidence at an oral hearing.

ROYAL COLLEGE OF TEACHING

2. UCET wholeheartedly supports the proposed establishment of a Royal College of Teaching, which would enhance the status of the profession and contribute to teachers' ongoing professional learning. The College should, once firmly established, have control of the standards for QTS and the development of a framework for teachers' professional development. This would be consistent with the "sector-led" philosophy of the current government.

SCHOOL DIRECT

3. UCET has been calling for greater school involvement in ITT in partnership with universities for many years. The already high level of engagement of schools in HEI-led programmes has been widely recognised and has influenced the development of the school-led policy agenda. That is why UCET has supported aspects of the government's teacher education reforms, particularly the development of teaching schools and the principle of school-focussed training. However the rapid, and insufficiently planned, expansion of School Direct towards becoming the sole route for allocating postgraduate training places has destabilised existing good quality HEI and SCITT provision, reduced choice for schools and threatened the supply of NQTs. The NCTL claim that the rapid expansion of School Direct reflects the demand for places from schools, although the intensive marketing of the programme to both schools and prospective trainees shows that it has been stimulating the market as well as responding to it.

4. In response to a letter from UCET giving details of some of the risks associated with School Direct and ways in which those risks could be mitigated, Minister of State David Laws has announced that he will be convening a round-table discussion to talk about some of the issues. We very much welcome this ministerial initiative. The risks and mitigations that UCET identified are summarised below.

Instability of ITT infrastructure leads to unsustainable provision and reduced choice for schools

5. HEIs and SCITTs have many years experience of supplying large numbers of well trained NQTs to all kinds of school, including those in areas of disadvantage. To do this they have to be able to plan the resource and staffing levels that they will need. However, the rapid expansion of School Direct, particularly in some secondary subjects, means that providers do not know how many teachers they will be expected to train in particular subjects from year to year as schools themselves will not be in a position to give realistic indications of future staffing needs. Many providers have no core places in key subjects. This will make it difficult for them to maintain the staffing and resource base they need deliver good quality training and if necessary expand in response to demographic pressure. Programmes will close and schools will have less choice about who to work with. There will be a shift from a buyer's to a seller's market, with fewer large providers, and competition based on cost rather than quality. The benefits that larger provision offers in terms of cohort size, access to resources and time out of school could be lost. This risk could be mitigated through the allocation of sufficient core and SD ITT places within each locality to meet the demand for new teachers. The number of core places should be sufficient to allow schools to participate in School Direct and meet the needs of those schools (eg small primaries) that choose not to operate through School Direct and would otherwise have their choice to continue with existing partnerships taken from them.

Confusing messages about routes into teaching may dissuade potential applicants

6. The multiple routes into teaching are confusing. For example, the difference between School Direct salaried and School Direct fee-paying is not always understood. NCTL marketing focuses on School Direct to the exclusion of all other routes. It implies that School Direct is distinct from the PGCE, whereas most School Direct programmes do lead to a PGCE. Many applicants do not understand the implications of pursuing a QTS only route in terms of future employment opportunities, or the value of achieving a PGCE as the basis for reflective, research informed teaching and master's Level CPD.

7. To mitigate this, marketing should be consistent and even-handed so that applicants are able to make informed decisions from the outset. The potential benefits of all routes should be explained accurately. Marketing should in the first instance focus on teaching as a career and the financial support available, with follow-up marketing offering clear and unbiased information on the range of routes to QTS. This should include the benefits that holding a teaching qualification with master's credits can bring in terms of progression to higher awards, securing a deeper understanding of teaching and learning and having greater scope to teach in schools throughout the UK and internationally.

The SD application system may lead to places remaining unfilled

8. For two decades, it has been possible to monitor recruitment against a reasonably accurate estimate of the needs of schools for new teachers. This has been dismantled and replaced by an SD application process which is complex, confusing and inefficient. Accredited providers have in place robust and cost-effective systems to deal with large numbers of applications and to recruit to target, with penalties for failure to do so. There are no mechanisms to deal with schools that bid for SD places and do not fill them, either because they do not attract the right candidates or because they do not have the resources to continue recruiting through school breaks. Multiple applications, and lack of accurate information on vacancies and offers, mean that that recruitment targets might not be met. Tensions can also arise over, for example, a school wanting to recruit applicants who do not meet the Secretary of State's entry requirements or because a provider can identify the "post-training" potential of an applicant who might be perceived by a school as being insufficiently "fully-formed".

9. Schools and accredited providers should be encouraged to work in partnership and flexibly. They should be able to agree at a local level to vire places between core and SD provision, and to refer applicants towards alternative provision that might be more appropriate to them. This would help to maximise recruitment and allow educationally and financially viable cohort sizes.

The quality of training is undermined

10. The quality of ITT has improved steadily since the introduction of OFSTED inspection and the linking of ITT allocations to inspection outcomes. The link between quality and the allocation of places has now been broken, and lines of accountability for different aspects of training have become blurred. The government believes that schools will use OFSTED inspection grades to make informed choices about which providers to work with through School Direct. However, choices will be limited if providers withdraw from ITT and choices are made according to price rather than quality. The link between quality and the allocation of SD and core places should be retained. Lines of accountability should be clarified.

Loss of subject expertise and capacity for professional development

11. University ITT providers can provide a link between ITT and early professional development, particularly through the master's credits offered as part of most PGCE programmes which can lead into subsequent school-focussed master's level CPD. The impact such programmes have on teacher effectiveness, retention and quality is well documented.⁸ Universities also provide access to a range of subject expertise. This would be lost if HEI provision is undermined. A proper balance between core and SD allocations and the scope for schools and providers to agree to vire places at a local level (as suggested above) would help to mitigate this.

June 2013

Written evidence submitted by Million +

ABOUT MILLION+

1. million+ is a university think-tank which provides evidence and analysis on policy and funding regimes that impact on universities, students and the services that universities and other higher education institutions deliver, including in respect of teacher education. We welcome the Committee's decision take evidence on a Royal College of Teaching and to review School Direct in the light of its previous Inquiry.

2. Concerns about the impact of School Direct on future teacher supply were considered at a roundtable convened by million+ in the House of Commons in March 2013. This was attended by a wide range of stakeholders including Headteachers, Teach First, Deans of Education, MPs and Peers. A report of the roundtable was forwarded to the Secretary of State and can be found here http://www.millionplus.ac.uk/documents/Who_should_train_the_teachers_Report_March2013_Final.pdf

A ROYAL COLLEGE OF TEACHING

3. We welcome the discussions about a Royal College of Teaching. A Royal College has the potential to improve the professional status of teaching. The extent to which this might be achieved will depend upon the development and leadership of any Royal College being "profession-led".

4. The potential for the development of a Royal College should not deflect policy-makers and Ministers from acknowledging that teaching is a profession and that students will be best served if teachers are required to have professional qualifications with an expectation that they engage with a recognised framework of continuous professional development during their careers. Both are essential to high quality teaching.

5. In the context of this follow-up Inquiry the Committee's attention is drawn to the fact that its previous recommendations about the value of a professional qualification framework for teachers beyond initial teacher training have not been progressed. The Secretary of State has also suggested that CPD should be led by schools.

⁸ Eg, PPD Longitudinal study (TDA, October 2009)

We do not consider that a focus on school delivery is likely to deliver the robust framework that is required to enhance the quality of teachers and teaching.

SCHOOL DIRECT

KEY POINTS

- The national planning and delivery of future teacher supply is at risk: allocating ITT and School Direct numbers is not the same as ensuring the successful recruitment of trainee teachers including in specialist and shortage subjects.
- No overview has been taken by DfE/NCTL of the of School Direct places and the regional impact of School Direct on teacher supply has not been monitored.
- There has been a failure in transparency in respect of NCTL marketing and promotion which has focused on School Direct, information available to applicants and out-turns in respect of recruitment to School Direct places.
- The rapid expansion of School Direct has destabilised ITT provision in universities which have had to use their own resources to support School Direct partnerships but without any short or long-term guarantee that they will be allocated core ITT places; the involvement of universities in teacher education, research and supporting school and college improvement and professional development risks becoming unsustainable.
- No holistic view is being taken in DfE of the combined effects on teacher supply of:
 - the new Ofsted regime in Schools (which is leading to fewer schools being classed as outstanding);
 - the new rules applied to ITT allocations by which universities classified by Ofsted as “good” ITT providers have no guarantee of ITT numbers; and
 - the expansion of School Direct places.
- Pending a full evaluation of School Direct, the numbers allocated to School Direct should not be increased in 2014–15 and should potentially be reduced.

6. In a parliamentary answer to Tom Blenkinsop MP (12 June 2013) the Schools Ministers David Laws stated that “In a school-led system, schools will lead the commissioning of tailored training from HEIs which is matched to their own needs. HEIs offer schools in-depth subject knowledge and access to research. Universities also have a key role in responding to the demands of school partnerships, supporting the increase in capability within alliances and contributing their own expertise in training the next generation of teachers”.

7. It remains unclear how a system that relies on school commissioning via School Direct can provide for the future delivery of national and regional high quality future teacher supply, the retention of sustainable ITT provision in universities and a robust CPD framework for the profession. There would also appear to be a blurring of the lines of accountability and responsibility for the latter in Government.

8. The rapid expansion of School Direct has destabilised University provision in teacher training. There is no certainty regarding allocations for more than one year ahead. For example, one University’s PGCE Secondary places have reduced by 60% from 350 to 140, leading to redundancies and loss of expertise. Currently DfE/NCTL are planning the expansion of School Direct numbers in 2014–15. If this scenario is progressed ITT numbers in universities will reduce further but actual numbers for 2014–15 will not be known until October 2013. The inability to plan strategically risks creating an untenable position.

9. *Delivery* of places, including in specialist and shortage subject places, on a national and regional basis appears to have broken down. Current proposals to limit the involvement of some universities in the provision of Subject Knowledge Enhancement (SKE) programmes further risks the supply of teachers in shortage subjects. Universities which formerly provided SKE places in specialist subject(s) will not be allocated SKE places even if they have been deemed by Ofsted as being “good” providers because there is no guarantee of ITT numbers being allocated to them in the following year (2014–15) under the “rules”.

10. There is extensive engagement between schools and universities, including joint admissions and universities are very supportive of the principle of further engagement with schools. However for schools involved in School Direct there is not the same business case to recruit to all allocated places and there are no penalties for under recruitment as apply to Universities. There is no guarantee that schools involved in School Direct will continue to be involved in training provision. Schools in rural areas, especially primary schools, will also find it more difficult to engage. If increasing numbers of places are transferred to School Direct this will have a further destabilising effect on university provision. It is difficult to see how an adequate supply of teachers across subject and phase ranges can be delivered or guaranteed.

11. The introduction, promotion and marketing of School Direct by NCTL has impacted significantly on demand for core training places in some universities and in particular in PGCE Primary.

12. The increasing shift in the balance of control to schools risks an undervaluing of the pedagogical aspects of training. Schools Centred ITT providers (SCITTs) frequently offer training programmes leading to QTS with

no academic credit attached. This training removes the underpinning academic rigour that is strongly associated with the contribution of universities to teacher training.

13. No assessment appears to have been made by DfE of the risk to capacity to deliver high quality teacher supply of the combination of the new Ofsted regime in schools, the rules governing allocation of core ITT numbers to universities (also linked with Ofsted) and the expansion of School Direct.

14. Until a proper evaluation of the capacity of the School Direct model to deliver teacher supply has been undertaken no further expansion of the School Direct programme should take place in 2014–15.

July 2013

Further written evidence submitted by Million +

ABOUT MILLION+

1. million+ is a university think-tank which provides evidence and analysis on policy and funding regimes that impact on universities, students and the services that universities and other higher education institutions deliver, including in respect of teacher education. We welcome the Committee's previous recognition of the role of universities in delivering teacher education and teacher supply.

2. Concerns about the introduction and administration of School Direct have emerged during 2012–13 and million+ convened a roundtable in the House of Commons in March 2013. This was attended by a wide range of stakeholders including Headteachers, Teach First, Deans of Education, MPs and Peers. A report of the roundtable was forwarded to the Secretary of State and can be found here http://www.millionplus.ac.uk/documents/Who_should_train_the_teachers_Report_March2013_Final.pdf

THE ADMINISTRATION OF SCHOOL DIRECT (2012–13)

3. This submission focuses on the administration of School Direct in 2012–13 ie the processes applicable to the recruitment of School Direct trainees seeking to commence training in the academic year 2013–14.

KEY POINTS

- Overall more places are thought to have been allocated to all routes into ITT than required in order to compensate for the potential of under-recruitment.
- The application process for School Direct was put in place without any advance briefing or consultation with universities.
- Applications had to be handed manually with significant resource implications and delays for early applicants.
- The process has operated in parallel with GTTR (Graduate Teacher Training Registry) for 2013–14; as a result applicant behaviour is less predictable.
- The new School Direct processes have created confusion for some applicants and the merits and opportunities associated with different entry routes have not been clearly presented, eg applicants are not advised that QTS alone is not a transportable teaching qualification.
- NCTL (National College of Teaching and Leadership) has promoted School Direct to applicants at the expense of places available at universities.
- The new applications process has impacted significantly on applications for PGCE Primary places.
- There has been no incentive for schools to fill all allocated SD places.
- Applicants have been able to hold more than one offer.
- DfE/NCTL have declined to provide information about patterns of recruitment and confirmed acceptance, undermining the potential for universities to provide additional resources for SD partner schools to seek to address under-recruitment.
- Changes for 2014–15 entry have the potential to create further uncertainties in respect to the future delivery of teacher supply.

4. The application process for School Direct was put in place at short notice. Universities received details of the new system on the same day that it was launched to applicants. As a result universities had to react to a system without any notice, prior consultation or opportunity to plan. This resulted in a time lag while processes were put in place, causing delays for early applicants. Opportunities for automation were reduced leading to significant additional resource requirements relating to manual handling and data entry of applicant details to integrate with established University systems.

5. The 2013–14 admissions portal has operated in parallel with the GTTR, the traditional route for submission of Postgraduate teacher training applications. This created additional administration as student record system providers were not able to plan for changes as would normally be the case.

6. Applicants were able to change the phase their application related to after selecting a lead school, resulting in a number of applications for primary places at lead schools which do not have a primary allocation.

7. Applicants have been able to simultaneously hold offers in both systems and more than one SD place, something which not previously permitted when applying through GTTR. As a result there has been and is greater uncertainty as to whether applicants accepting places are committed to entry on the specified route. The introduction of skills tests as an additional entry requirement will inject a further significant element of uncertainty into the admissions process for 2013–14 entry.

8. The introduction of the new admissions portal and its marketing as School Direct has created confusion for some applicants. The opportunities and merits of different application routes are not clearly presented or specified and do not enable applicants to make an informed choice. This is not in the interests of applicants. For example, some routes are QTS (Qualified teacher Status) only but it is not made clear that QTS is not a portable teaching qualification and is not recognised in Scotland or other UK home nations and many other countries.

9. NCTL has used its resources to actively promote the School Direct route to applicants to the detriment of the university ITT “offer” creating further uncertainty about applicant behaviour. In spite of representations, NCTL external communications and publicity have focused on SD.

10. The change resulting in salary funding grants being paid directly to Lead Schools has caused considerable double working of processes and unnecessary work on partnership agreements. Lead schools are identified by postcode only. As a result some schools within an alliance or trust have received no or very few applications. Some schools did not recognise the resource implications of the SD system and were unable to process applications as quickly as required. Schools have also sought to switch HE partner and/or change SD subject places after allocation because of amended recruitment needs.

11. For some lead schools there is not the same imperative to recruit and fill allocated places as there is for universities. For many schools this remains a relatively small scale activity and does not provide a significant source of income. This has a potentially destabilising effect on ensuring adequate supply of teachers across subject and phase ranges.

12. In spite of representatives from universities, NCTL/DfE have not supplied information about patterns or numbers of confirmed SD acceptances. If this information had been made available there was the potential for universities to work with schools to address any under-recruitment problems prior to the end of the school year.

2014–15

13. A new single admissions system for all Postgraduate Teacher Education places is to be introduced for 2014–15 entry and will introduce significant changes. The new single admissions system planned will address some of the issues experienced in the 2013–14 recruitment round and arguably provide a better system for admissions in the medium term. However it also introduces some short term issues the effects of which are difficult to predict.

14. The move to a single admissions system with three choices at the initial stage received concurrently rather than sequentially, will have a very unpredictable effect on the volume of applications for core training places with the potential for a two tier system of application with School Direct places comprising many applicants’ first three choices.

15. The ability of schools to directly access the new admissions system for 2014–15 entry will introduce an added layer of complexity. The capacity of universities to work collaboratively and efficiently with partner schools will be fundamental to successful implementation of this new system. The introduction of the 40 day turnaround requirement is likely to be a significant challenge for some schools to meet particularly where these timescales overlap with holiday periods.

July 2013

Written evidence submitted by the National Association of School-Based Teacher Trainers (NASBTT)

NASBTT wholeheartedly supports the proposals for the Royal College of Teaching. It feels an independent voice for the profession is long overdue. It would hope that the body has the respect and authority to set and regulate appropriate standards for professional endorsement and career development.

1. ISSUES ASSOCIATED WITH THE SCHOOL DIRECT PROGRAMME

School-led providers had been heartened by the recognition of the high quality training they are achieving and the previous suggestions that school-centred provision should be expanded.

2.1 *The case for establishment of a “new” route has not been proved*

- It is important to recognise that however much a school and its senior staff are committed to involvement in Initial Teacher Training there are always times when its focus must shift entirely to its core purpose of supporting the learning and teaching of its youngsters. It is disappointing that the experience of SCITTs and EBITTs in successfully managing the points of tension and establishing models of sustainable partnership has been largely ignored in the development of the School Direct (SD) programme.
- Although frequently heralded as a new way of teacher training, in quite correctly continuing to be proscribed by the ITT Criteria, the degree to which schools are in control of the training differs imperceptibly from the vast majority of existing school-led provision. In our experience headteachers often anticipate more “control” over the training programme than the ITT Criteria permits.
- Whilst there are undoubtedly some schools (usually secondary and substantial in size) which relish the opportunities offered by SD, our members experience is that a majority, especially primary and smaller secondaries are more than content with the arrangements they have with current providers. The centralised marketing of School Direct has not been effective. Our experience is very many schools are still extremely confused and do not understand what School Direct is seeking. We are frequently asked what is different, and why these changes have been made and have put a great deal of time into explaining this route, even though for many it has felt a little like turkeys voting for Christmas. These schools are not confident to take on the additional responsibilities, particularly in relation to future employment. The long “lead in” in applying for SD allocations is also a deterrent in that schools’ knowledge of vacancies and budgets over two years in advance is often little more than conjecture.
- Once the original offer of employment became downgraded to an expectation, the chances of actual employment are very similar to that regularly achieved by SCITTs and GT providers.

2.2 *The potential for destabilising current provision*

- The ability to provide a workforce capable of successful deployment in the different contexts that make up our schools is essential to narrowing the achievement gaps amongst the country’s youngsters. This requires both specialist education and contextual training. Teaching at this level is not simply a “craft”, it is underpinned by specific pedagogy founded on strong theoretical principles supported both by relevant and recent research and a depth of individual subject knowledge. Schools’ ability to deliver the latter is patchy, particularly in relation to the individual subject knowledge required by primary teachers. Economies of scale would dictate that some centralised provision is appropriate and cost effective.
- It is our experience in working with schools to set up training on this route, that the concentration on a particular outcome, for example filling an anticipated vacancy, significantly affects the breadth of training that the school perceives necessary. The focus is on the requirement for a trainee in a particular subject, irrespective of the school’s capacity to lead effective training. It often follows that schools with the greatest need are also those that lack the capacity to offer high quality training.
- The above coupled with the rejection of specific standards for the end of initial training and induction will over time mean that teachers trained in this way are less able to take up posts in schools dissimilar to those in which they trained.
- The decision taken to restrict certain secondary subjects, eg Design & Technology, to the School Direct Training route by not allow training through the funded employment-based School Direct Salaried, does not appear to be based on the teacher supply model. It is apparent to providers that certain subjects which, until now, were popular with applicants through employment-based training have seen large reductions in applications nationally and will presumably lead to shortfalls in the subsequent workforce.
- Early experience with the erstwhile Graduate Teacher Programme showed that placing the onus on the partner ITT provider for quality assurance of a programme for which they do not have overall control enhances the risk to outstanding and good provision within the Ofsted Inspection Framework. We anticipate that this additional risk will prove difficult to manage (certainly in the initial implementation of the route) to the disadvantage of providers who have chosen to support this initiative. Headteachers do not always recognise the way in which their recruitment and training decisions can impact on the provider’s inspection grades.
- Whilst many schools training on the School Direct programme have previous experience working with ITT providers, they often have limitations, particularly in the realms of course design within the parameters of the ITT Criteria, and in managing the often conflicting demands of trainee needs and capacity to support, especially where trainee progress differs from that anticipated. Therefore the schools most likely to engage with School Direct are those which are already in partnership with existing school-led provision. Many of our partner schools have been put under pressure to offer places on this route and school-led providers in general are finding themselves in competition for trainees from schools who had previously been some of their strongest supporters. Destabilising partnerships which have been recognised as some of the most effective seems bizarre.

- Although we welcome the financial transparency associated with the partnerships formed with School Direct schools, members have experienced competition on the basis of cost rather than quality. This concern is heightened by the fact that school-led providers have to “buy in” PGCE validation and there have been times when the decision to offer this qualification or not has been based wholly on financial consideration.
- The funding levels for School Direct (Salaried) are clearly insufficient. The employment costs alone, particularly following recent changes to pension liabilities far exceed the grant and this puts a particular pressure on the resources assigned to training. It is noted that a number of schools who originally applied for places on this route have had to return them for financial reasons. In other cases this lack of resources remains a significant risk to the overall quality of training on this important route for career changers.
- The lack of any start up funding for this new route has put tremendous pressure, in terms of both time and finance, on existing providers carrying out exploratory meetings, drawing up agreements, planning timetables, and supporting recruitment. The degree to which this has deflected efforts from current provision has been a real concern.

July 2013

Further written evidence submitted by The National Association of School-Based Teacher Trainers (NASBTT)

This evidence submitted by NASBTT on behalf of its member institutions; school-led accredited providers of initial teacher education. We would be pleased to supplement this evidence at an oral hearing.

Having been specifically asked to address the recruitment of trainees for 2013–14 courses we offer the following observations. It is recognised that whilst many of these issues could have been anticipated in the introduction of a new programme, they are important in ensuring that appropriate changes are considered.

1. From the outset the communication between NCTL and ITT providers was poor. Bulletins and Guidance documents were posted to DfE websites without providers being notified and members report that UCET and NASBTT have been their principal sources of information.
2. Providers were not given access to the School Direct recruitment portal until after it had been opened to applicants. Thereafter the recruitment process has been characterised by confusion and muddle. Members report that the portal has not been easy to use and the lack of links with other relevant databases has made life difficult.
3. Initially, there appeared to be no limit of the number of applications an individual could make. There was a problem with closing courses that were full.
4. In some instances schools offered a very small number of places with particular candidates in mind. This has equal opportunities implications when others apply.
5. Ongoing monitoring of the recruitment from under-represented groups is problematic due to the fragmented nature of the recruitment process.
6. Two parallel application processes meant that there was (and still is) no way of understanding the progress of recruitment. The effectiveness of both School Direct and GTTR processes was severely affected. It was difficult to establish the seriousness of an individual application and the number of “no shows” at interview and refusals of offers have risen significantly. There has also been a marked rise in withdrawals after acceptance. Providers could not hope to quantify the tremendous waste of time and resources experienced in this process. Whilst it is accepted that applicants appreciate the apparent extension of choice, they may not have enjoyed the way in which this has lengthened an already extended process or appreciated the level of waste of resources (essentially paid for by their fees) that has accrued.
7. Providers have found it very difficult to determine how many offers will be accepted and what the rate of subsequent withdrawal might be. Previous statistics held by providers have proved meaningless. Thus a number of applicants were offered interviews at a point when the provider could not tell whether they had places or not. Equally, courses closed as full have had to be re-opened, often several times. The situation has been worsened by the slow recruitment to School Direct places and the NCTL continuing to offer new places to School Direct for a September 2013 start as late as June 2013.
8. The addition of the pre-entry skills tests has exacerbated these difficulties. The fact that applicants could not register for the tests before making an application and that providers had only 28 days from receiving an application to make a decision to interview or reject, meant that many interviewees were offered places subject to passing the skills test. It has become apparent that an effect of the three strikes and out rule introduced this year is that applicants who have failed the test once are delaying their retakes. An unknown number of those offered places will not be able to begin training in September. It is very unlikely that such withdrawals will be made in time for them to be replaced.

9. The penalties for over-recruitment mean that providers cannot risk offering places on an estimated allowance for withdrawal. The effect will be under-recruitment at the beginning of the courses. Many providers have found it expedient to offer some support with preparing applicants for skills tests but there are many factors regarding liability for success which make this unsustainable. However, there are simply not enough applicants to ignore the possibility of support to increase the success rate in these tests.
10. The proposals for a single application system for recruitment for 2014–15 courses are applauded in principle. However, there is a concern that the use of the system may not be mandatory, which it has to be if it is to be of value. There tension between applicant choice and a workable process remains, and the proposed 40 working days from application to offer is likely to be unworkable. The increased involvement of schools in the process for mainstream allocated provision is welcomed, but the day to day responsibilities of school staff will make arranging the number of interviews required very challenging. It will be even more important that interview slots are not wasted by “no shows”.
11. The imposition of deadlines for response does not take into account that in many school-led processes an interview is most often a sequence of interviews. School Direct interviews often have three stages, concluding with an interview with the placement school. This is laudable, but time consuming.
12. The additional stages in recruitment may in part account for the slower recruitment on School Direct routes. Members also report that because there is an implication of future employment, schools are being understandably cautious. There is a feeling that schools’ expertise is in teacher recruitment as opposed to trainee selection and that applicants with potential are being missed in seeking a “finished article”.
13. There is also a concern that an over-emphasis on degree classification has caused many good applicants to be overlooked. The continued fall in the overall number of applicants to ITT is worrying. It is not clear that there are enough applicants with firsts and 2:1s to meet our recruitment targets.

July 2013

Written evidence submitted by the Department for Education

INTRODUCTION

The Government welcomes the opportunity to update the Committee on the work it has been doing since the Government’s response to the Committee’s report: “Great teachers: attracting, training and retaining the best” published last year. In the next section there is a detailed update in relation to each recommendation, however, this section gives a brief overview.

The Government is committed to raising the status of teaching by attracting graduates with the best degrees into the profession and supports proposals that have come from within the profession for a Royal College of Teaching. Since its last response to the committee the Government has: reformed the bursary scheme which has attracted more graduates with high quality degrees into teaching; moved the existing tests in literacy and numeracy to the point at which one applies for ITT (Initial Teacher Training); and published example interpersonal tests online to be used by ITT providers. More rigorous literacy and numeracy tests will be introduced next year.

The Government believes that school leaders are best placed to set the conditions to attract, train and retain the best teachers and they have consequently been given greater control and influence. To this effect the Government introduced School Direct in 2012–13. School Direct provides the opportunity for schools, or partnerships of schools, to apply for Initial Teacher Training (ITT) places and run ITT in partnership with a provider. In addition the Department has revised the Teachers’ Standards, introduced new regulations for appraisal of teachers, and the Secretary of State accepted the independent School Teachers’ Review Body’s (STRB) key recommendations on pay and performance. Furthermore Ofsted’s new framework for ITT,⁹ effective January 2013, raises the bar, putting much greater emphasis on how schools work in partnership with ITT providers, seeking evidence of the involvement of schools in the recruitment and selection of trainees. This increased flexibility and autonomy will enable schools to target school-level recruitment and retention problems.¹⁰

Finally, in March 2013 the Teaching Agency and National College for School Leadership were merged to create a single agency, the National College for Teaching & Leadership (NCTL). This change will support the Government’s reform programme to raise standards in schools, with the best leaders and best teachers working together to develop a self-improving school system that effectively attracts, trains and retains the best teachers and leaders.

⁹ Sometimes referred to as Initial Teacher Education.

¹⁰ The STRBs proposals are set out in Annex A.

 RESPONSES TO THE COMMITTEE'S CONCLUSIONS AND RECOMMENDATIONS

In the response below, the Select Committee's conclusions and recommendations are in **bold text** and the Government's updated responses are in plain text. A copy of last year's responses can be found in Annex B.¹¹

The Government's bursary scheme

1. We welcome the Government's bursary scheme, trust that it will attract more people to consider the profession, and acknowledge the need to skew incentives towards subjects in which it is difficult to recruit. However, we caution that this alone will not do the job. Whilst bursaries will help to attract people with strong academic records, greater effort is also needed to identify which subset of these also possess the additional personal qualities that will make them well-suited to teaching. This is a key theme of this report that we will return to later. (paragraph 39)

2. We do, however, question the use of degree class as the determinant of bursary eligibility for primary school teachers. For this phase of education, a redesign of the criteria towards breadth of knowledge (at GCSE and A Level) may be more appropriate. Again, this of course needs to be complemented by a thorough testing of suitability as a teacher, as part of the course admissions process. (Paragraph 40)

The Government's reform of bursary support to focus on applicants with high-quality degrees, as measured by the proportion of accepted applicants holding a 2:1 degree or better, has had a significantly positive impact on recruitment.¹² In Autumn 2012, not only was the Department's overall target for the number of trainees achieved but the number expected to be recruited to physics, one of the hardest subjects to recruit for, was the highest since records were first kept in 1979. In addition the number of high quality trainees, as measured by degree class, rose sharply to 71%, the highest ever-recorded.

The Government is also supporting scholarship schemes for high-quality applicants for ITT specifically in maths, physics, chemistry, and computing. These schemes, run by leading professional and subject bodies, use a range of written and task-based assessments to select people with the capacity to be outstanding subject teachers.

We continue to support recruitment of the best candidates to primary ITT, (as argued in last year's response), ensuring that breadth of subject knowledge is tested appropriately for the award of Qualified Teacher Status. In Autumn 2012, 70% of successful candidates for primary-level training held a 2:1 or first class honours degree, an increase of 3 percentage points on the previous year.

For 2013–14 entry we have introduced an additional financial incentive for those candidates wishing to train as primary mathematics specialist teachers. This provides an additional payment for those candidates who have a good A-level in mathematics. We will continue to review the use of incentives to support the recruitment of specialist primary teachers for the coming year.

3. We have been surprised by the lack of research into the qualities found to make for effective teaching, including any potential link between degree class and performance. Overall, the research base in both directions is fairly scant and could usefully be replenished with new methodologically-sound research looking at UK teachers and schools, both primary and secondary, which we recommend that the Government commission with some urgency. (Paragraph 42)

The Government continues to recognise the importance of benchmarking effective teaching in England against the standards that are being achieved, and sometimes bettered, by the highest-performing education systems elsewhere in the world. Used appropriately, evidence from these international comparators can help us to understand what is working elsewhere, and how that might translate to England.

The Department is committed to improving the use of research and evidence, in both our own policy making and in teaching itself, to drive up standards. On 3 May 2013 we published the Department's Analytical Review, setting out recommendations from two independent reviewers, Dr Ben Goldacre and Roger Plant. The Review identifies areas where effective use of research, data and evidence can drive improvement. The Department has committed to a series of actions which will: help to improve the use of evidence in policy making, improve access to data, and support a move towards more evidence-based practice in teaching. These actions include the commissioning of Randomised Control Trials, the launch of a "Test and Learn" programme to capture what works best in teaching that successfully narrows the achievement gap, and the forthcoming publication of a Research Strategy which will identify key research questions which teachers can usefully engage with. Ultimately, we want to support teachers to become more effective consumers and producers of educational research, helping to identify what works best in schools and why, and build an accessible and widely-used evidence base to underpin long-term improvements to teaching practice.

Furthermore, for the first time in 2013, England is participating in the OECD's Teaching and Learning International Survey (TALIS). This wide-ranging survey is the first international programme focusing on the learning environment and teachers' working conditions, and will provide additional data helping to fill important gaps in the comparison of education systems internationally. The survey covers elements such as teacher training and professional development, teachers' pedagogical practices, and school leadership and

¹¹ Not printed

¹² The reform was set out in "Training our next generation of outstanding teachers—implementation plan".

climate. The 2008 TALIS survey provided some significant insights into areas such as the importance of professional development and sustained feedback for teachers. We intend to present the national results of our participation in TALIS 2013 with a conference in summer 2014, shortly after the publication of the international report. We expect that this conference will provide a stimulating forum for a broad range of interested parties to discuss what the results are telling us and how we might use them to drive further improvement.

Finally, teachers and head teachers should be encouraged to look outwards towards high-performing systems and to investigate and reflect on approaches that might be adapted and implemented in their own schools. This year, as part of the Government's UK-China Partners in Education programme, we supported a group of 50 National Leaders of Education (NLEs), Teaching School Principals and subject specialists, to undertake an intensive study visit to schools in Shanghai. Participants were chosen for their potential to influence wide networks of schools and are looking to trial a number of key actions in their schools and networks that they think will have a real impact on standards, especially in mathematics.¹³

Entry tests

4. We support the Government's introduction of entry tests in literacy and numeracy skills: teachers must be highly skilled in both. We also welcome the concept of a test of interpersonal skills but, amidst concerns about the nature of such a test, we recommend—whilst acknowledging the Government's desire to give providers autonomy over test design—that the Department for Education publish further details of what such a test might include, and that it keep the test under close review. (Paragraph 45)

The Government moved the existing tests in literacy and numeracy to the application process for ITT in Autumn 2012. We also raised the pass mark and limited the number of re-sits available in order to raise standards. New, more demanding tests will be introduced in Autumn 2013 following the accepted recommendations of an independent review panel on teachers' standards, chaired by Dame Sally Coates.¹⁴

The Department published its research findings on interpersonal skill assessments in Spring 2012 as part of a prospectus in which invitations were issued for companies to propose suitable tests. The key personal attributes included adaptability, emotional resilience and self-organisation. Those proposals, which met the relevant criteria, were published on our web-site in September 2012 as a guide to universities and other providers on the sorts of tests and assessments they may choose to adopt.

5. We recommend the Government engage with relevant experts to assist in designing and refining the interpersonal skills assessments, which we believe have potential to improve the predictive capability of the application/acceptance system. However, we remain to be convinced that a written test alone will constitute the most effective device. The added effectiveness that could come through deploying additional "assessment centre" techniques (such as group exercises and presentation) and a demonstration lesson may well outweigh their cost and we recommend the Government consider these too. Such techniques could form part of the second of a two-round system, similar to that now used in Finland. As a starting point, we believe there may be much to be learned from the selection processes of Teach First. (Paragraph 45)

6. We agree that teacher quality, actual or potential, cannot be fully established without observing a candidate teach. We would like to see all providers, wherever possible, include this as a key part of assessment before the offer of a training place is made. Assessment panels, where they do not already, must include the involvement of a high-quality practising headteacher or teacher. (Paragraph 49)

The Government continues to believe that individual providers, working with their partner schools, are best-placed to decide on the approach that best meets their needs. However, the Government is pleased to note that a number of partnerships offering ITT places in the new School Direct scheme have incorporated observation of applicants' interaction with pupils, including through teaching.

Ofsted's new framework for ITT puts much greater emphasis on how providers work in partnership with schools in the recruitment and selection of trainees. Ofsted evaluates the rigour of the recruitment and selection process, assessing whether ITT partnerships: recruit high-quality trainees that meet local/regional needs: select candidates with appropriate qualifications, excellent subject/specialist knowledge and a demonstrable aptitude for teaching: and place applicants on programmes that make best use of their skills, aptitudes and experience. The rigour of the recruitment and selection process is evaluated on each ITT inspection as part of the judgement made about the quality of leadership and management of the partnership. Each published report contains a detailed paragraph on this important aspect of ITT.

7. All providers should develop strong partnerships with local universities, colleges and schools which enable potential teachers to "taste" the profession, and experience first hand its content, benefits and career potential, before entering training: we believe this could have a strong and positive effect on both trainee quality and drop-out rates. Alongside this, Government should consider development of a more formalised system of internships for school and college students, as exists in Singapore. We would envisage extensive availability of "Teaching Taster" sessions for both sixth formers (for those considering undergraduate courses) and undergraduates (considering postgraduate training). Regardless of how long

¹³ A report from the visit is available on the Department's website.

¹⁴ The letter from Michael Gove to Dame Sally Coates is attached in Annex C.

the taster session lasts, it must feature actual teaching, alongside the classroom teacher, and not just “observation” or being a “teaching assistant”. Feedback on the individual’s performance should be given to the individual only and the taster sessions should be entirely separate from formal application/acceptance processes. Applying to do teacher training is a “high stakes” decision and the purpose of these sessions is to give people a chance to try out their own aptitude before committing. We believe this approach could help both deter some people who are not best suited to teaching and persuade others to consider it. (Paragraph 50)

The Government continues to run its School Experience Programme (SEP) which, in academic year 2012–13, will provide opportunities for around 5,000 people to experience life in the classroom in a secondary school. Experiences range from one to 10 days depending on the needs of the participant and the availability of schools, 600 of which have now joined the scheme. While the Programme is not formally a part of selection for ITT, some schools and providers are seeking references from SEP schools as part of their assessment of relevant applicants. In addition, as stated under recommendation five and six, some School Direct partnerships are incorporating engagement with pupils in their selection exercises.

Marketing

8. Whilst marketing campaigns to date have had some success in raising the possibility of a teaching career amongst graduates, England is clearly lagging behind its international peers with regard to the number of applications per place. We recommend that the Government, through the new Teaching Agency, commit to consistent marketing of teaching as a profession, with the explicit aim of increasing the number of applicants for each training position, and that marketing should communicate that teaching is rewarding in all senses of the word. (Paragraph 55)

The new teacher marketing campaign successfully contributed to the outstanding recruitment results recorded in Autumn 2012 (see recommendation one above).¹⁵ Underpinning these results is evidence of a significant improvement in the public perception of teaching, especially among new graduates. Recent independent research evidence shows that 81% of final year students view teaching as one which has high status, while 72% of students felt that their friends and family would react positively if they decided to enter the profession. The equivalent proportions in 2010 were 77% and 66%, respectively.¹⁶

9. We strongly support the Government’s plans to implement a central admissions system for Initial Teacher Training, which we consider could bring significant benefits for individuals and institutions, and could have a positive impact on increasing the number of applications for training which we consider must be a priority for Government. (Paragraph 58)

The Government welcomes the planned introduction of a new, centralised system for applications to postgraduate ITT by the Universities and Colleges Admissions Service (UCAS). The new system, which will be live from November 2013, will incorporate the new School Direct scheme to enhance applicants’ choice, and should assist providers and schools by facilitating the more rapid enrolment of trainees.¹⁷

Different routes

10. We agree with Ofsted that a diversity of routes into teaching is a welcome feature of the system, and note that all routes have outstanding provision within them. (Paragraph 65)

As of June 2013, aspiring teachers will have access to the following routes into teaching:

1. Undergraduate—undergraduate university course leading to a degree;
2. Postgraduate—a university-led course leading to a postgraduate qualification such as a PGCE;
3. School Centred Initial Teacher Training (SCITT)—a course provided by an accredited school-based provider, leading to qualified teacher status (QTS) and possibly an academic award such as PGCE;
4. School Direct fee based training—a course provided by a partnership of a school or schools and an accredited provider (university or SCITT), in which the schools select the trainee and expect to employ them on completion of the course, leading to QTS and possibly an academic award such as PGCE;
5. School Direct Salaried—an employment based programme for experienced graduates, in which the trainee is employed as an unqualified teacher by a school; replaces the Graduate Teacher Programme (GTP), although with no “supernumerary” requirement;¹⁸

¹⁵ The NCTL campaign follows on from the Teaching Agency’s new campaign that was introduced in January 2012.

¹⁶ The research was completed by High Fliers Research Limited: High Fliers conduct an annual Graduate Survey, talking to 16,000 final year students, in a range of universities, seeking their opinion on various careers, expected starting salaries etc. In addition to the general survey, we commissioned High Fliers to probe further into Teaching, asking specific questions to final year graduates. This part of the research was conducted using on-line questions to between 200 and 250 final year students.

¹⁷ A copy of the communication from UCAS to School Direct Alliances is in Annex D

¹⁸ Meaning they can count as part of the school staff.

6. Teach First—a two year employment based Leadership Development Programme which includes QTS and a PGCE; and
7. Troops to Teachers—two year employment based training for non-graduate service leavers (service leavers can also access School Direct and School Direct Salaried programmes with additional, tailored, training opportunities).

Routes 4, 5 and 7 are new since the last response. A proportion of applicants to each route apply only through that route, which supports the case for continuing to offer a diversity of routes, each appealing to particular applicants.¹⁹ For example, School Direct Salaried is targeted at high quality career changers with three or more years' work experience, and over 5,000 potential teachers applied only to this route.

11. We support the announced expansion and development of Teach First, which continues to provide a number of excellent teachers, including those who would not otherwise have considered the profession. We also agree with the cautious approach towards any further expansion, beyond the announced doubling, adopted by the Schools Minister. (Paragraph 66)

Teach First continues to play a valuable role in recruiting highly able graduates to work in challenging schools for at least two years.

The programme will have doubled in size in the course of this Parliament when 1,250 participants start their training in 2013–14. The number who will be teaching STEM subjects has increased from 42% in 2010–11 to 50% in 2013–14. 90% of the 2010–11 cohort taught for two years and 63% of this cohort are currently teaching for a third year. Overall, 53% of all Teach First participants since the programme began in 2003 are still teaching in schools in the UK and over two-thirds of these are teaching in challenging schools.

In November 2012, following further discussions with Teach First about expanding to serve schools in semi-rural and rural areas, the Secretary of State announced support for Teach First's aim of recruiting 2,000 participants in 2015–16. The proposed pace of expansion is based on a realistic assessment of the resource, capacity and the infrastructure that Teach First will need to meet the above targets whilst maintaining the same rigorous entry criteria and continuing to provide an outstanding training programme. Teach First will do this by increasing the number of universities that are targeted, enhancing their recruitment campaign and increasing the diversity of candidates to include, for example, career changers.

School-based training

12. It is clear that school-based training is vital in preparing a teacher for their future career, and should continue to form a significant part of any training programme. We welcome policies which encourage, or enable new, school-centred and employment-based providers, expansion of which should be demand-led, and which will ensure good balance between schools and universities in teacher training. Specifically, we believe that School Direct could provide a valuable opportunity for those schools which do have the capacity and appetite to offer teacher training, and support its creation. However, we recommend that, as a condition of the programme, trainees must undertake a placement in at least two schools, to ensure they are not trained specifically for one school where they will begin, but are unlikely to remain for the entirety of, their career. (Paragraph 77)

In addition to the minimum requirement for an ITT trainee to work in two schools, for training in 2013–14, almost 600 of the 850 lead schools which were allocated School Direct places were in an alliance of at least two schools. Over 300 of them were in an alliance of more than six schools. This means that they are able to meet the requirement for trainees to gain experience in two schools while working within their own alliance. The NCTL is actively encouraging individual schools to come together in alliances to request School Direct places for training in 2014–15 through providing list of potential alliances and in some cases brokering these relationships.

Many schools are going even further to enhance their School Direct training programmes beyond the minimum requirements of the ITT Criteria. School Direct alliances often contain schools in different phases, so that secondary trainees are given additional short placements in primary to supplement their understanding of, for example, phonics and early literacy.

Other alliances include a special school or a PRU in their alliance, and are able to offer their mainstream trainees additional training or placements focused on SEN or behaviour management. Nineteen current School Direct alliances are led by special Teaching Schools, and 26 special schools have expressed an interest in leading alliances for next year. One of these schools has one of each type of school in their alliance (primary, special, secondary, independent, and PRU) and the alliance have planned a training programme that will equip the trainees to teach in any one of those schools.

13. We welcome the creation of Teaching Schools, and note that they will be expected to work with universities, which we strongly support: we believe that a diminution of universities' role in teacher training could bring considerable demerits, and would caution against it. We have seen substantial evidence in favour of universities' continuing role in ITT, and recommend that school-centred and employment-based providers continue to work closely with universities, just as universities should make

¹⁹ All postgraduate routes except for Teach First will be administered through the Central Admission System.

real efforts to involve schools in the design and content of their own courses. The evidence has left us in little doubt that partnership between schools and universities is likely to provide the highest-quality initial teacher education, the content of which will involve significant school experience but include theoretical and research elements as well, as in the best systems internationally and in much provision here. (Paragraph 78)

Universities continue to play an important role in ITT. Out of the total 29,033 core ITT places allocated for 2013–14, 16,767 places have been allocated to outstanding providers and HEIs will deliver 90% of these places.

Strong links and partnerships exist between schools and universities in ITT. The effectiveness of these partnerships is secured through Ofsted’s new Initial Teacher Education (ITE) Framework, which came into effect from September 2012.

To facilitate more schools to lead on teacher training, whilst retaining the expertise and experience of ITT providers, we have rolled out the School Direct route into ITT. The school and its chosen ITT partner work together to recruit graduates and develop programmes to train them. In 2012–13 there were only 400 School Direct places in total, of which 90% of places were with schools partnering with universities, but in 2013–14 schools have elected to partner with ITT providers to deliver 9,441 School Direct places. 71% of these places are with schools that have chosen to partner specifically with universities.

Our initial analysis indicates that approximately one third of School Direct places were bid for by Teaching Schools in 2013–14. We expect this trend to continue and to encourage this in May 2013 we set the expectation that Teaching Schools should be at the forefront of leading the development of a school-led ITT system through the revision of their roles. Since March 2012 five Teaching Schools have been accredited to deliver ITT, with nine in the process of becoming accredited. A further 19 Teaching Schools are already accredited ITT providers. All Teaching Schools include at least one university as a strategic partner in their alliance. 72 different universities work as the strategic partners for the initial 182 Teaching School alliances designated since 2010.²⁰ Universities support Teaching Schools in the development and delivery of ITT, CPD/leadership development, and evidence based research.²¹

To ensure quality, Ofsted’s new Initial Teacher Education (ITE) Framework assesses the extent to which ITE partnerships secure consistently high quality outcomes for trainees. Ofsted makes a judgement about accredited providers: overall effectiveness: the quality of outcomes for trainees: how well the ITE partnership prepares trainees to teach pupils in the age range and/or subject(s)/specialisms for which they are being trained: and how well leaders and managers at all levels of the ITE partnership ensure that the best outcomes are achieved and sustained. This new framework puts much greater emphasis on the inspection of ITE partnerships rather than the individual providers.²²

School placements

14. We recommend that the Government develop preliminary proposals to provide more adequate funding to schools which provide placements to trainee teachers. We believe that a better level of funding, passed from lead providers to placement schools, might incentivise better partnership working between institutions. Ofsted should look carefully at the quality of placements when inspecting providers, including the ease with which they are arranged. (Paragraph 80)

The School Direct route into ITT has meant that these schools and ITT providers have had to work together closely over the last 12 months to determine each partner’s involvement in, and the content of, the training programmes at a local level. As stated under recommendation 13, there are now a total of 9,441 allocated School Direct places for which schools and providers are negotiating levels of resourcing and funding needed to deliver these programmes effectively in 2013–14. Schools and providers draw up partnership agreements to formalise arrangements which makes clear the split of responsibility. Of the 9,441 School Direct places, the 3,592 School Direct Salaried places will have the funding paid directly to Lead Schools instead of ITT providers, which gives the schools more direct control of the funding. This pilot will commence in September 2013. Academies will be paid directly for these trainees, and Local Authority (LA) maintained schools will be paid via the LA. The Lead Schools will then in turn distribute the funds, as per their partnership agreement, to the other institutions in their partnership.

The new Ofsted framework (mentioned in the updated reply to recommendation 13) also puts much more emphasis on how the provider works in partnership with schools. When evaluating the quality of training across the partnership, Ofsted considers how well placement arrangements are made, the quality of placements in developing trainees’ teaching skill and opportunities to encounter and learn from good and outstanding practice. Inspectors spend a significant amount of their time in schools observing trainees’ and newly qualified teachers’ teaching. Ofsted have also introduced an online trainee survey which provides feedback on various

²⁰ There are now 301 alliances.

²¹ The links between university and schools continue after ITT. For example the National College for Teaching & Leadership have also commissioned support for newly qualified teachers and those in their second or third year of teaching through the Prince’s Teaching Institute (PTI), who work with subject experts from some of the best universities. PTI are extending this to develop a school-led model to sit alongside Teaching Schools.

²² The new inspection framework has been designed to cover a six year period and to be able to respond to the changing landscape and types of ITE partnership.

aspects of the trainee experience including placements. The vast majority of responses have been positive but a higher proportion of negative responses have been received with regard to whether arrangements for placements have been made in a timely manner than to other questions. Where this has been raised as a concern it is investigated during the inspection and incorporated in the published report.

15. We support the recommendation of our predecessor Committee that “those who mentor trainees on school placement should have at least three years’ teaching experience and should have completed specific mentor training”. We further recommend that Ofsted look specifically at the quality of mentoring when inspecting providers of Initial Teacher Training. (Paragraph 83)

The Government is still of the view that mentoring is best organised at the ITT provider level. As mentioned in the previous reply Teaching Schools, working with or as accredited ITT providers, continue to have a key role in leading and quality assuring ITT in their area, including the quality assurance of mentoring.

There are currently 301 Teaching School alliances, in which trainee teachers have the opportunity to be mentored by, observe, and work with excellent classroom practitioners in outstanding schools. The alliance structure also gives mentors the opportunity to work together to develop approaches to mentor training and support which are appropriate to their schools.

High quality mentor training and mentoring is also being supported within and beyond teaching school alliances by the work of Specialist Leaders of Education (SLEs).²³ To date over 10% of SLEs have been designated with an ITT specialism which means that just over half of the first and second cohort of Teaching School alliances have an SLE with an ITT specialism, and Teaching Schools are hoping to extend this by 50% in 2013–14. 91% of the SLEs with an ITT specialism are working in alliances which have School Direct places. SLEs support mentors by providing training and professional development opportunities designed to enhance the quality and range of trainee experience. In some regions alliances are strategically working together to: provide training events and conferences for trainee teachers, share resourcing, develop expertise, and provide access to high quality mentor training for schools in the wider network. The NCTL is supporting this work by recommending 25 Teaching Schools that have volunteered to strategically lead on ITT, which includes providing support for high quality school-based mentoring.

Although mentoring is organised at a provider level Ofsted’s new Initial Teacher Education Framework²⁴ evaluates the quality of mentoring when judging the quality of training across the partnership. This evaluation considers: the mentors’ experience and expertise, their response to trainees’ needs, how effectively they improve trainees’ teaching skills, how they model good practice in teaching and whether they provide high quality coaching and mentoring to enhance trainees’ professional development. In terms of leadership and management they evaluate how well the partnership provides high quality training for all mentors and trainers involved in the ITE partnership. Published reports comment on the strengths and areas for development associated with the mentoring program.

Retention rates

16. We agree with research arguing that movement and wastage must be distinguished from each other, and that in light of that (and comparable figures from other professions) retention rates amongst the profession as a whole perhaps present less cause of concern than sometimes suggested. However, the retention of the best teachers is clearly desirable, and we recommend that the Department for Education commission detailed research on the barriers to retention, better to inform the development of policy on teacher training and supply. The research should also look at the impact of, and potential to diminish (including through incentivising staff), the loss of the best teachers, particularly in the most challenged schools. Finally, it should examine the quality of those teachers leaving the profession: whilst retention of the best is clearly important, loss of the worst is not to be regretted. (Paragraph 89)

Rather than carrying out additional research the Department has used existing methods of data collection and analysis to focus on ensuring an adequate supply of high quality teachers whilst at the same time giving schools the power, through reformed pay arrangements, to ensure that they can retain the best staff.

To this effect we continue to monitor the movement of teachers out of the state funded sector through the Database of Teacher Records (DTR) and, along with various other data on the supply of, and demand for, teachers, use this to inform the Teacher Supply model. The Teacher Supply model in turn is used by the NCTL as the basis for allocating teacher training places to schools and teacher training providers. The quality of applicants and acceptances for teacher training each year is monitored through the NCTLs Trainee Number Census, which is published annually.

The data published from the sources above suggest that wastage is relatively stable and potentially on the decrease. Although we do not monitor the quality of the teachers who are leaving the state funded sector, flexibilities over pay, the strengthened performance management system introduced in September 2012, and the changes recommended by the STRB (as summarised in the introduction), mean that headteachers will have the freedom to develop tailored policies to attract and retain those teachers who have the greatest impact on

²³ SLEs are outstanding school leaders in positions other than headships, such as deputy heads, subject and behaviour management specialists and business managers who have the skills to support individuals or teams in similar positions in other schools.

²⁴ Which came into effect in September 2012

their pupils' achievements. In addition, schools in the most challenging circumstances, that often struggle to retain good teachers, will be able to use their pupil premium, worth £900 per pupil per year from April 2013, to attract and keep the best staff.²⁵

CPD

17. We are clear that, for too long, CPD for teachers has lacked coherence and focus. Despite financial constraints which we acknowledge and appreciate, we are concerned that England lags seriously behind its international competitors in this regard, and recommend that the Government consult on the quality, range, scope and content of a high-level strategy for teachers' CPD, and with an aim of introducing an entitlement for all teaching staff as soon as feasible. The consultation should include proposals for a new system of accrediting CPD, to ensure that opportunities are high-quality and consistent around the country. (Paragraph 99)

The Government remains of the view that headteachers and teachers are best placed to make decisions about professional development to meet the needs of their pupils and school. High-quality professional development, which takes account of evidence of what works, allows teachers to incorporate established best practice into their own approaches to teaching. The new Teachers' Standards, which were developed by leading teachers and headteachers, set a clear benchmark for the level of practice expected of all teachers. They provide a valuable tool to help teachers and headteachers identify and address professional development needs through regular appraisal.

While the Government increasingly expects schools and teachers to take more responsibility for their own professional development, in recognition of the importance of CPD, there are some priority areas where we have provided additional support. For example, through the National scholarship Fund we are encouraging more teachers to deepen their subject knowledge in Maths, English and Science, and SEN expertise. Also we are supporting the network of Science Learning Centres co-funded by the Wellcome Trust and others to become self-sustaining. More generally we have created a national network of Teaching Schools to improve schools capacity to take the lead in the training and development of teachers and create more opportunities for peer-to-peer learning.²⁶

18. We recommend that the Government develop and implement a National Teacher Sabbatical Scholarship scheme to allow outstanding teachers to undertake education related research, teach in a different school, refresh themselves in their subjects, or work in an educational organisation or Government department. In addition to the likely positive impacts on individual teachers and schools, we believe such an investment would help raise the profession's status amongst existing and potential teachers. (Paragraph 100)

The National Scholarship Fund for teachers is now in its third year. It continues to deliver on its primary aim of deepening the subject knowledge of teachers in the four priority areas of English, mathematics, science and SEN, and increase the status of the profession through intellectually rigorous and challenging activities and studies.

"Closing the Gap: Test and Learn" was approved by Ministers in November 2012. The scheme was refocused on teacher led testing of interventions using a randomised controlled trials approach following the work that Ben Goldacre undertook in reviewing the analytical community. This new scheme will give schools and teachers the opportunity to be meaningfully involved in and help to manage randomised controlled trials to test interventions that may help to close the gap. This will help to embed rigorous research in teaching, build the capacity of schools to run their own research projects, help to increase the evidence base for schools and teachers, and embed evidence informed practices.²⁷

Career structure

19. We recommend that the Government introduce a formal and flexible career structure for teachers, with different pathways for those who wish to remain classroom teachers or become teaching specialists, linked to pay and conditions and professional development. We believe that the introduction of such a structure would bring significant advantages to the recruitment and retention of high-quality teachers, and bring teaching into line with other graduate professions in this regard. (Paragraph 109)

As stated last year we agree with the Committee that we need to do more to retain high quality teachers. We do not believe, however, that the answer is to impose a uniform career structure. The Government believes the teachers' pay system has in the past been too rigid and complex for schools and does not allow them to

²⁵ Evidence shows that, over a school year, pupils from a disadvantaged background gain 1.5 years of learning with very effective teachers, compared to making just 0.5 years progress with poorly performing teachers. This could drastically improve the life chances of children attending schools in disadvantaged areas. Hanushek, 1992, quoted in Sutton Trust Report, 2011

²⁶ Research suggests that the most effective types of professional development are collaborative, sustained, closely linked to teachers' classroom practice and supported by expertise. There are 360 teaching schools representing 301 teaching school alliances and we are on track to meet the target of 500 teaching schools by 2015.

²⁷ Academic experts have been commissioned to work with schools and teachers to design a programme of rigorous research over two academic years to explore interventions that may help to narrow the attainment gap for disadvantaged pupils. 186 Teaching Schools have applied for the scheme, setting out the aims of the research, and nominated 743 schools to take part in the research. Pilots of the trials should begin in September 2013 with the programme being rolled out later in the year.

recruit and retain the high-quality teachers they need to address specific shortages and benefit their pupils. The STRB's report into this sets out a number of recommendations which the Secretary of State has accepted.

These changes included:

- Removing pay progression based on length of service, linking all pay progression to performance and allowing these changes to be at different rates;
- Replacing the current threshold test for progression from the main to the upper pay range with new simpler criteria; and
- Discontinuing the current Advanced Skills Teacher (AST) and Excellent Teacher (ET) designations and creating a new pay range for leading practitioners whose primary purpose is to model and lead the improvement of teaching skills.²⁸

The changes will give schools greater autonomy and more freedom to decide how much they pay a teacher and how quickly pay progresses. It is this increased flexibility that will: enable schools to target school-level recruitment and retention problems; and support head teachers in addressing teacher shortages in specific subjects and in certain areas of the country. It will be particularly important to schools in disadvantaged areas, empowering them to attract and recruit the teachers that they need to deliver outstanding education in the most challenging circumstances.

In addition, the emphasis on pay progression related to teacher performance will help to raise the status of the profession by enabling individuals to be rewarded in line with their contribution to improving their pupils' achievements, and allowing higher rewards and more rapid progression for the most able teachers. The new arrangements will come into effect from September 2013.

College of Teaching

20. We acknowledge and support the case for a new, member-driven College of Teaching, independent from but working with Government, which could play important roles, inter alia, in the accreditation of CPD and teacher standards. We are not convinced that the model of "Chartered Teacher" status proposed by the existing College of Teachers will bring about the changes required to teachers' CPD and career progression opportunities, or that the existing College has the public profile or capacity to implement such a scheme. We recommend that the Government work with teachers and others to develop proposals for a new College of Teaching, along the lines of the Royal Colleges and Chartered Institutions in other professions. (Paragraph 114)

The Government is following with interest the debate that has recently been generated about a potential Royal College of Teaching, and is encouraged that work towards its establishment has come from within the teaching profession itself. The establishment of an independent professional body for teachers, with a status similar to that of the medical Royal Colleges, would represent an important step in helping the teaching profession to realise greater autonomy and self-determination. In that sense, the current debate sends a hugely important signal about the aims and aspirations of the teaching profession.

We remain of the view that any role for Government would depend on how such a body proposed to operate, and how it wished to work with Government. Nevertheless, we are firmly in agreement with the view that an effective professional body for teachers could play a vital role in further raising standards of teaching, championing excellence and enhancing the status of the teaching profession.

We have noted the recently published pamphlet *Towards a Royal College of Teaching* and welcome the contribution to the debate this has made. Similarly, we are aware that the Commission established by the Prince's Teaching Institute, which includes a number of leading educational figures, expects to consult on a blueprint for a new, member-driven College of Teaching in June 2013, and we look forward to following this development.

Teacher standards

21. We support the Government's desire to reduce bureaucratic burdens on teachers and school leaders, and therefore welcome the simplification of the Teacher Standards. Following our call for a radical improvement in career opportunities for teachers, we would expect the Government to update the Standards when implementing a new and better career structure. (Paragraph 118)

The revised Teachers' Standards came into effect in September 2012. They set a clear baseline of expectations for the professional practice and conduct of teachers in England. There are no plans to supplement these standards with additional higher level standards. We do realise, however, that the standards relating to head teachers can be a valuable resource for Governing Bodies.

In relation to career opportunities, we committed to consult the STRB on the implications for pay of Dame Sally Coates's recommendation to discontinue the current standards for Threshold, Excellent Teachers and Advanced Skills Teachers. The STRB agreed that those standards be abolished as part of a wider package of reform to give schools greater freedom to determine how teachers are paid. The STRB recommended the

²⁸ Advantages discussed under recommendation 21.

replacement of existing threshold arrangements with simple criteria based on one set of standards. It also recommended discretion for schools to create higher salary posts (akin to AST posts) for leading practitioners whose primary purpose is the modelling and leading improvement of teaching skills within their school. These recommendations have been accepted by the Secretary of State.²⁹

These recommendations mean that the new pay range for leading practitioners is not linked to a new set of standards or other centrally imposed criteria (other than qualified teacher status). Instead, schools will have the flexibility to appoint any qualified teacher that they believe has the necessary skills and expertise. Overall the new pay arrangements will allow schools to reward individuals in line with their contribution to improving pupil outcomes, enabling the most successful teachers to progress faster than at present.

Performance management and pay

22. We encourage school governors to be rigorous in their scrutiny of performance management in schools, and recommend that the Department for Education, with Ofsted, provide additional information to governing bodies following inspections, aiding them better to hold headteachers to account for performance management arrangements. (Paragraph 119)

We agree that governing bodies should be rigorous in their scrutiny of appraisal. In maintained schools they are directly responsible for the appraisal of the head teacher, drawing on the advice and support of an external adviser. They also have a critical role in agreeing and overseeing appraisal arrangements for other teachers. Governing bodies need to ensure that their school's appraisal policy is being implemented effectively and fairly and that appraisal evidence informs other decisions including on professional development and pay. The new arrangements set out in the draft School Teachers' Pay and Conditions Document (STPCD) 2013 (described in the reply to recommendation 21) strengthen the link between pay and performance and give leaders within schools the freedom to pay good teachers more.

In reaching their judgement on the quality of leadership and management Ofsted inspectors consider a number of factors including whether governors performance manage the head teacher rigorously, and understand how the school makes decisions about teachers' salary progression. Inspectors, in turn, evaluate how well the head teacher manages staff performance and uses the staff budget to differentiate appropriately between high and low performers. In line with Ofsted's proposal mentioned in the last response, Inspectors can now ask schools for anonymised information from the last three years. This shows the proportion of teachers who have: progressed along the main pay scale, to and through the upper pay scale, along the leadership scale, and who receives additional responsibility payments, such as the Teaching and Learning Responsibility payments and Special Educational Needs allowances. They compare this information with the overall quality of teaching and determine whether there is a correlation between the two.

Since last year governing bodies can draw on Ofsted's School Data Dashboard, which provides a high level summary of each school's performance data over a three-year period. It is intended to provide support for governors in holding schools to account for their performance, helping to focus discussion on what needs to be done to secure improvement. Governors can also draw on tools such as RAISEonline data to help support their understanding of their school's performance.³⁰

23. We strongly recommend that the Department for Education seek to quantify, in a UK context, what scale of variation in teacher value-added equates to in terms of children's later prospects.

We further recommend that the Department develop proposals (based on consultation and a close study of systems abroad) for a pay system which rewards those teachers who add the greatest value to pupil performance. We acknowledge the potential political and practical difficulties in introducing such a system, but the comparative impact of an outstanding teacher is so great that we believe such difficulties must be overcome. (Paragraph 121)

As mentioned above the Government accepted all of the STRBs recommendations³¹ and the main changes to the existing system relating to linking performance and pay are:

- Removing pay progression based on length of service, linking all pay progression to performance, and giving schools the option of increasing individual teachers' pay at different rates based on their performance;
- Replacing the current threshold test for progression from the main to the upper pay range with new simpler criteria;
- Discontinuing the current Advanced Skills Teacher (AST) and Excellent Teacher (ET) designations and creating a new pay range for leading practitioners whose primary purpose is to model and lead the improvement of teaching skills;

²⁹ We set this out when the Department published a draft School Teachers' Pay and Conditions Document for 2013 and advice for schools on the new pay arrangements. This will come into effect in September 2013.

³⁰ This was described in last year's response.

³¹ This process included consultation with all of the statutory consultees, which included unions. The Government's evidence included evidence about teachers' pay reform in other countries.

- Giving schools more freedom to determine starting salaries of teachers new to the school; and
- Removing any obligation on schools when recruiting to match a teacher’s existing salary.

The Government continues to believe that it is head teachers themselves who are best placed to make professional judgements on which teachers in their school are highly performing and, as argued in the Government’s previous response, this is why the Government did not choose to accept the committee’s recommendation to carry out quantitative research in this area and our position has not changed on doing research into “value-added” since the last response. The new arrangements, which are due to come into effect from September 2013, will give schools the flexibility to exercise their judgement in relation to how they reward their staff and more closely align pay and performance.

24. We urge the Government to consider how best it might continue to engage non education sectors with the fantastic and inspiring work which goes on in many classrooms around the country. We similarly urge the Government to continue championing the work done by teachers up and down the country—not least through shadowing some of them, which the Secretary of State has committed to doing—and to sell the many benefits and rewards of the profession to the brightest and best candidates. (Paragraph 123)

We are delighted that the brightest and best graduates continue to see the teaching profession as an attractive career choice. There are currently more graduates with good degrees applying for teacher training than ever before. We are committed to championing the outstanding work that teachers do in schools up and down the country: Ministers have sent letters of congratulation to schools whose pupils performed well in recent Key Stage 2 and GCSE examinations, whilst the Deputy Prime Minister has written to schools whose pupils eligible for Free School Meals are achieving well, encouraging them to apply for the Pupil Premium Awards. Ministers in the DfE continue to pursue a full programme of visits to schools throughout the year, which have included shadowing Ofsted inspectors, and are proud to be able to cite examples of the excellent practice they have seen and the outstanding teachers and heads they have met, in their public speeches and in Departmental publications.

Annex

OVERVIEW OF THE STRBs RECOMMENDATIONS

The Secretary of State accepted the independent School Teachers’ Review Body’s (STRB) key recommendations. The main STRB recommendations are:

- linking all pay progression to performance;
- removing automatic progression based on time-served;
- giving schools the option of awarding differential pay progression based on performance;
- giving schools more scope to pay high performers more; and
- replacing the current threshold test for progression from the main to the upper pay scale with simple criteria; and allowing more discretion for schools in the use of allowances for recruitment and retention and time-limited Teaching and Learning Responsibility payments (TLRs) for specific projects.

The new arrangements will come into force in September 2013.

July 2013

Further written evidence submitted by the Department for Education, following the evidence session on 11 September 2013

Q1. *Relating to Question 143: What percentage of total Physics graduates would have to be recruited to fill a) allocations and b) targets for Initial Teacher Education (ITE) training places?*

Response

The latest data available is the Qualification by subject 2011/12 data from the Higher Education Statistics Agency. Physics falls within the physical sciences category. The table below shows that for 2011/12 we would have needed to recruit 37% of the total physics graduate pool to fill the Teacher Supply Model (TSM) total and 51% of the total to fill the allocated places.

		<i>Physics</i>		
		<i>% of</i>	<i>% of</i>	
<i>Total graduates</i>	<i>TSM total</i>	<i>Graduates</i>	<i>Allocation</i>	<i>graduates to</i>
		<i>to fill TSM</i>	<i>fill</i>	
		<i>allocations</i>		
2,700	990	37%	1,369	51%

Q2. *Relating to questions 147/168: Long-term data on the quality of applicants, measured in terms of degree class, compared a) year-on-year and b) comparing ITE applicants against gross degree class inflation across the university system as a whole*

Response

We do not hold this data. UCAS collects and owns the data on applications and acceptances to initial teacher training programmes for undergraduate programmes, and the Graduate Teacher Training Registry (also part of UCAS) collects data on applicants to mainstream postgraduate programmes. UCAS publishes the data annually (around December) at the end of each recruitment year. The published data does not however include information about degree class due to the way the information is captured.

Q3. *Relating to question 148: Data on the number of acceptances to ITE—all routes*

Response

This data will be collected as part of the School Workforce census on the second Wednesday in October, and scheduled for publication as a Statistical First Release in late November 2013. The Department will provide the Committee with the data as soon as it becomes available. The data will comprise provisional recruitment for the 2013/14 academic year and will show School Direct and mainstream/core recruitment. It will also include an early indication of the percentage of entrants with 2:1 or better classified degrees.

Q4. *Relating to questions 150/163: Data on qualifications (degree, A level, GCSE) of entrants to ITE by ITE route*

Response

Data on degree classifications of first degrees held by first year entrants for both core and employment-based initial teacher training (EBITT) can be found in Annex A. These are taken from the performance profiles which are published annually. The latest published data is for 2010/11 and for core goes back to 1998/99 and for EBITT goes back to 2001/02. The 2011/12 data is due for publication in November 2013. Due to the infancy of School Direct there is no equivalent data for this route currently available. The November census will provide the best early provisional indication, and the Department will provide the Committee with both outstanding EBITT and core sets of data when it becomes available in November. The Department does not collect any other qualifications data for postgraduate entrants, but all entrants must have achieved a grade C at GCSE (or equivalent) or better in English and Maths, the responsibility to check this lies with accredited providers.

Q5. *Relating to questions 150/163: Data on candidates' success rates in key skills/competencies tests for School Direct*

Response

The table below shows the position on all entry tests taken since their launch in October 2012. There is no reliable data available to provide a breakdown of these figures to differentiate between candidates who have applied to School Direct, or any other routes.

Subject	Total number taking test	Pass				Total pass	Fail				Total locked out*
		1	2	3	4		1	2	3	4	
Literacy	39,582	35,224	2,775	483	1	38,483	4,358	897	184	3	187
		89.0%	7.0%	1.2%	0.0%	97.2%	11.0%	2.3%	0.5%	0.0%	0.5%
Numeracy	38,658	34,073	2,405	639	7	37,124	4,585	1,455	465	3	468
		88.1%	6.2%	1.7%	0.0%	96.0%	11.9%	3.8%	1.2%	0.0%	1.2%

* *N.B* Total locked out refers to the number of candidates that have failed one of the tests three times and have therefore been locked out from any further attempts for two years.

Q6. *Data on allocations for 2nd year of School Direct, per subject*

Response

Data on School Direct allocations for the academic year 2014/15 are expected to be published in November/December 2013 and will be sent to the Committee on publication.

Q7. Relating to question Q185: Will DfE supply its planning model for trainee places for teachers? Will this be published?

Response

The Department will publish a high level summary of the Teacher Supply Model (TSM) along with a summary of the underlying data and assumptions used. This will be made available to the Committee by mid-November 2013. An improved version of the model will be published in late 2014–15 and once published this will also be made available to the Committee.

October 2013

Annex A

PERFORMANCE PROFILES DATA—QUALIFICATIONS ON ENTRY OF FIRST YEAR TRAINEES ON CORE (MAINSTREAM) PRIMARY POSTGRADUATE PROGRAMMES

You are viewing a report of General profiles data, Classification of first degree (UK) and Qualification on entry.

This is filtered by First/Final year (First year), Assessment based (No), Course type (Primary), Qualification aim (Postgraduate) and Provision type (Core (formerly mainstream)) and is displaying value and inner row %.

This report was generated on 22/09/2013 at 14:03:57.

The NCTL cannot accept responsibility for any inferences or conclusions derived from the data by third parties.

Provider	Academic year	Total with 2:1 and above	Qualification on entry				
			UK degree		Non-UK degree		Degree equivalent
			Classification of first degree (UK)		Total	Not applicable	
		Total with 2:1 and above	Total with 2:2 and above				
Sector	1998–99	2,717 54%	4,636 92%	5,056 100%	66	58	
	199-/00	2,751 53%	4,799 92%	5,237 100%	84	34	
	2000–01	3,325 53%	5,706 92%	6,222 100%	118	41	
	2001–02	3,810 55%	6,402 92%	6,968 100%	118	36	
	2002–03	4,180 56%	6,990 94%	7,443 100%	143	38	
	2003–04	4,753 57%	7,873 94%	8,407 100%	239	84	
	2004–05	5,055 58%	8,132 93%	8,726 100%	418	52	
	2005–06	5,279 60%	8,229 94%	8,754 100%	382	31	
	2006–07	4,944 61%	7,683 95%	8,085 100%	366	128	
	2007–08	5,081 63%	7,749 96%	8,092 100%	374	29	
	2008–09	5,209 63%	7,891 96%	8,252 100%	326	39	
	2009–10	5,526 64%	8,245 95%	8,678 100%	383	49	
	2010–11	5,948 66%	8,721 96%	9,079 100%	212	106	

PERFORMANCE PROFILES DATA—QUALIFICATIONS ON ENTRY OF FIRST YEAR TRAINEES ON EMPLOYMENT-BASED PRIMARY POSTGRADUATE PROGRAMMES

You are viewing a report of General profiles data, Classification of first degree (UK) and Qualification on entry.

This is filtered by First/Final year (First year), Assessment based (No), Course type (Primary), Qualification aim (Postgraduate) and Provision type (EBITT) and is displaying value and inner row %.

This report was generated on 23/09/2013 at 09:15:57.

The NCTL cannot accept responsibility for any inferences or conclusions derived from the data by third parties.

<i>Provider</i>	<i>Academic year</i>	<i>Qualification on entry</i>				
		<i>UK degree</i>		<i>Non-UK degree</i>		<i>Degree equivalent</i>
		<i>Classification of first degree (UK)</i>				
		<i>Total with 2:1 and above</i>	<i>Total with 2:2 and above</i>	<i>Total</i>	<i>Not applicable</i>	<i>Not applicable</i>
Sector	2001–02	362	673	1,022	46	13
		35%	66%	100%		
	2002–03	545	974	1,174	57	0
		46%	83%	100%		
	2003–04	827	1,515	1,798	65	0
		46%	84%	100%		
	2004–05	919	1,598	1,853	671	5
		50%	86%	100%		
	2005–06	972	1,616	1,880	599	11
		52%	86%	100%		
	2006–07	989	1,590	1,785	710	33
		55%	89%	100%		
2007–08	971	1,547	1,693	566	15	
	57%	91%	100%			
2008–09	975	1,541	1,700	483	28	
	57%	91%	100%			
2009–10	1,048	1,570	1,722	219	142	
	61%	91%	100%			
2010–11	1,127	1,704	1,818	265	48	
	62%	94%	100%			

PERFORMANCE PROFILES DATA—QUALIFICATIONS ON ENTRY OF FIRST YEAR TRAINEES ON CORE (MAINSTREAM) SECONDARY POSTGRADUATE PROGRAMMES

You are viewing a report of General profiles data, Classification of first degree (UK) and Qualification on entry.

This is filtered by First/Final year (First year), Assessment based (No), Course type (Secondary), Qualification aim (Postgraduate) and Provision type (Core (formerly mainstream)) and is displaying value and inner row %.

This report was generated on 22/09/2013 at 14:09:19.

The NCTL cannot accept responsibility for any inferences or conclusions derived from the data by third parties.

Provider	Academic year	Qualification on entry				
		Total with 2:1 and above	UK degree	Non-UK degree		Degree equivalent
			Classification of first degree (UK)	Total	Not applicable	Not applicable
Sector	1998–99	5,730	9,831	11,372	548	150
		50%	86%	100%		
	1999–00	5,703	9,761	11,170	453	182
		51%	87%	100%		
	2000–01	6,033	10,193	11,637	509	187
		52%	88%	100%		
	2001–02	6,475	10,961	12,371	594	170
		52%	89%	100%		
	2002–03	7,275	11,873	13,343	623	115
		55%	89%	100%		
	2003–04	8,149	13,106	14,537	605	184
		56%	90%	100%		
	2004–05	8,264	12,993	14,376	715	140
		57%	90%	100%		
	2005–06	8,231	12,744	14,147	819	107
		58%	90%	100%		
	2006–07	8,030	12,728	13,925	799	161
		58%	91%	100%		
	2007–08	7,513	11,692	13,147	750	144
		57%	89%	100%		
	2008–09	7,628	11,659	12,848	790	174
		59%	91%	100%		
	2009–10	8,543	12,572	13,763	761	179
		62%	91%	100%		
	2010–11	8,358	12,197	13,212	592	221
		63%	92%	100%		

PERFORMANCE PROFILES DATA—QUALIFICATIONS ON ENTRY OF FIRST YEAR TRAINEES ON EMPLOYMENT-BASED SECONDARY POSTGRADUATE PROGRAMMES

You are viewing a report of General profiles data, Classification of first degree (UK) and Qualification on entry.

This is filtered by First/Final year (First year), Assessment based (No), Course type (Secondary), Qualification aim (Postgraduate) and Provision type (EBITT) and is displaying value and inner row %.

This report was generated on 23/09/2013 at 09:25:06.

The NCTL cannot accept responsibility for any inferences or conclusions derived from the data by third parties.

Provider	Academic year	Qualification on entry				
		Total with 2:1 and above	UK degree	Non-UK degree		Degree equivalent
			Classification of first degree (UK)	Total	Not applicable	Not applicable
Sector	2001–02	705 41%	1,175 69%	1,714 100%	155	43
	2002–03	1,165 50%	1,858 79%	2,343 100%	132	0
	2003–04	1,476 48%	2,499 82%	3,059 100%	203	0
	2004–05	1,527 50%	2,550 83%	3,083 100%	1,158	19
	2005–06	1,790 54%	2,920 87%	3,345 100%	991	19
	2006–07	1,976 58%	3,021 88%	3,421 100%	1,017	35
	2007–08	2,002 57%	3,127 89%	3,495 100%	885	42
	2008–09	2,094 61%	3,122 91%	3,447 100%	729	57
	2009–10	2,229 63%	3,250 91%	3,564 100%	434	166
	2010–11	2,232 65%	3,147 92%	3,434 100%	392	95

Further Written evidence submitted by UCET

GREENWICH

The programmes that we requested additional core places for (on several occasions) were maths and chemistry. We also asked if we could vire some core Physics places to Chemistry. The answer was always “no”. However, we received consistently strong applications for both programmes (several maths applicants with 1st class degrees) throughout the year including during the summer “clearing”. For PGCE Secondary maths we received 107 applications between 1st July and 30th August. At the point of closing we had a waiting list of 15 maths students and made 6 applicants unsuccessful as the programme was full. For PGCE secondary science with chemistry we received 54 applications between 1st July and 30th August. At the point of closing we had a waiting list of 6 chemistry students and made 3 applicants unsuccessful as the programme was full. It is difficult to say exactly how many applications we could have potentially received (in maths and chemistry) as we could not know how many we might have received following closure.

LEICESTER

Maths

We had filled our core allocation by May 2013, and interviewed further candidates in June to build up a waiting list. We recruited 3 suitable candidates (including 1 with a 1st in Mathematics, another a career-changer with industry engineering experience) and offered them either:

- the opportunity to meet with School Direct partner schools who had vacancies for Maths; and
- a “core allocation” waiting list.

One candidate took option 1 and filled an SD vacancy, the other two preferred to remain on a waiting list—so we approached NCTL to request an increase in core allocation. This was refused. Eventually the school with SD vacancies approached NCTL relinquishing x 3 vacant Maths places—a 2nd request to transfer these back to the core allocation was again declined.

Finally, in August, another SD place was relinquished, and this time NCTL relented and transferred this to a core place. Inevitably, by this stage the two waiting list candidates had lost interest—and a withdrawal meant that we were suddenly two short of our allocation! We interviewed in early September and made an offer—the candidate withdrew last week (48 hours before the course started).

In summary—we now start the year with x 1 core place unfilled, but with a more reasonable response in June, we could have filled not only this place, but two additional places. Three potentially top quality maths PGCE students lost to the system.

Physics

A similar (although less convoluted) story. We had recruited to core target by July, two of our SD failed to recruit any physics and relinquished places. We invited 3 candidates to a “waiting list” interview day whilst requesting an increase in core allocation. This was refused; when we informed the 3 candidates that the interview would only be for a waiting list, 2 failed to show up, the 3rd was offered a place but declined.

Chemistry

A marginally more positive picture, in that we also filled our core allocation and recruited x 3 to a waiting list. Two of these accepted our invitation to meet with SD schools and accepted SD places. We requested an increase in core allocation to accommodate the 3rd candidate (a mature career-changer with a PhD and post-doctoral research experience) but this was declined.

ST MARY’S UNIVERSITY COLLEGE, TWICKENHAM

“We were told categorically not to ask for any Chemistry places. Although not yet a shortage subject, we had a waiting list for RE places and asked twice in June to increase our numbers by 2 only but were refused. RE has only successfully filled 75% of places nationally on a low target of 450”.

UNIVERSITY OF EAST LONDON

We requested an additional chemistry place for a strong chemistry candidate but were turned down by NCTL. We were however allowed to increase our core maths cohort size.

October 2013

Further written evidence submitted by UCET.

MODERN FOREIGN LANGUAGES

1. MFL was allocated 6 university core MFL training places (compared to 21 core places in 2012). 4 of these places were already taken by the SKE French trainees of that year.
2. These university MFL training places were filled quickly.
3. Schools requested 12 School Direct MFL training places, without always being clear which languages they were recruiting for.
4. Three School Direct places were returned by schools very quickly, especially where a Lead School seemed not to have asked whether partner schools wanted an MFL trainee.
5. Some schools in their alliances filled their MFL places very early, and then found that other applicants had the “wrong” language for the remaining SD training places.
6. These schools returned their SD MFL places.
7. For one School Direct MFL place we had at least 3 potential applicants but the school needed German and stopped looking by the end of term. University MFL can and do interview in August.
8. The university turned away MFL applicants because schools given SD places have then decided they could not fill them and gave back the places.
9. We have “lost” 5 SD places in total that we could have filled.
10. We asked for additional core MFL places on three separate occasions during the year but were refused.

Chemistry

1. We were full for core PGCE chemistry after the first interview day because numbers in core (4 5) were so low we recruited those whom we recommended do SKE and they applied early. We normally have 4 or 5 applicants from the Reading Chemistry with Education course—this year we only had one. We understand that they did not apply once they realised the course was full so early in the application cycle. So, we probably “lost” 4 well-qualified chemists.

2. School requested 18 SD training places for Chemistry but did not find recruiting to these easy.
3. We know schools rejected chemistry applicants whom we may have considered for SKE but with no SKE chemistry or SKE physics assured in 2014 there was no point pursuing those individuals.
4. So schools returned 5 SD places and maintained 13 SD chemistry places.
5. We asked for additional core Chemistry places but were refused.

Physics and Maths

1. The initial allocation was 3 Physics and 5 Physics with Maths. Our final core recruitment figures were 6 Physics and 2 Physics with Maths.
2. Like chemistry, we were full for physics early and needed to vire the Physics with Maths allocation to Physics.
3. School requested 15 SD training places for physics but did not find recruiting to these easy.
4. Schools recruited only 4 physicists.
5. Schools returned 11 SD physics places.
6. We know schools rejected physics applicants whom we may have considered for SKE but with no SKE physics assured in 2014 there was no point pursuing those individuals.
7. In recent years we have kept physics and physics with maths open longer in order to find the potential SKE applicants for next year. However, without SKE Physics next year, there was no reason for us to take up, maintain or establish contact with potential late recruits.
8. We had no difficulty filling a core physics with maths place in August when we lost a core applicant. We had a choice from clearing and a second was recruited to a school direct partner.
9. We asked for additional core Physics places but were refused.
10. So out of the total Physics places 18 only 7 were filled. All 3 PGCE core and 4 SD places.

Maths

1. We were allocated 9 PGCE core Maths places (a significant reduction from 25 in previous years).
2. Schools applied for 28 School Direct Maths places.
3. Schools considered there were insufficient suitable applicants for SD and returned 15 places.
4. Schools did not want to keep interviewing late into the academic year.
5. We applied for more PGCE Maths places and had our allocation increased to 17.
6. These core Maths places were filled by March and we then closed applications.
7. There was no point in keeping applications open as SKE Maths is not guaranteed to run in 2014.
8. Just for the record; there are 13 SD mathematicians this year—44% of the projected take up.

October 2013

Written evidence submitted by Professor John Howson, DataforEducation.info

The Committee intends to look mainly at two areas:

- Proposals for a College of Teaching
- School Direct

1. PROPOSALS FOR A COLLEGE OF TEACHING

1.1 There is much to be said for an independent body that regulates matters of professionalism in relation to those with Qualified Teacher Status. Such a body might set standards for entry into the profession that were acceptable to public, private and quasi-private employers of teachers as well as monitoring issues to do with teacher supply and employment independent of government and the professional associations of teachers. The abolition of the General Teaching Council for England increasingly looks like a hasty and ill-judged move that was more about meeting a pre-election pledge regarding the abolition of Quangos than a properly considered policy decision. The lack of a professional body for a group of more than half a million teachers whose expertise is employed by schools across the world is damaging to the profession as a whole, and too closely ties teaching to a government controlled enterprise at a time when government is seeking less involvement in matters such as teacher supply.

2. SCHOOL DIRECT

2.1 A major change is underway in the approach to the training of teachers in England. The Committee discussed this as a part of its Report- Great Teachers. Essentially, the responsibility for training is being moved from higher education to a mixed economy of higher education and the employers of teachers, with a possibility that it may return entirely to employers at some point in the future. At the same time, Qualified Teacher Status has been granted to more individuals through multiple different entry routes as shown in the table below.

2.2 Three key questions arise in relation to School Direct at this point in time:

Current recruitment into School Direct.

The primary phase.

Future policy.

Table One

ROUTES INTO TEACHING

<i>ROUTES INTO TEACHING</i>	<i>HE INVOLVED</i>	<i>COST TO STUDENT</i>
CERTIFICATION + QUALIFICATION		
HIGHER EDUCATION GRADUATE	YES	SIGNIFICANT
HIGHER EDUCATION UNDERGRADUATE	YES	SIGNIFICANT
CERTIFICATION		
SCHOOL DIRECT SALARIED	POSSIBLY	MINIMAL
SCHOOL DIRECT TRAINING	POSSIBLY	VARIABLE
SCITT	POSSIBLY	VARIABLE
TEACH FIRST	LIMITED	MINIMAL
TROOPS FOR TEACHERS—NON-GRADUATE ENTRY	TO SOME EXTENT	MINIMAL
RE-CERTIFICATION		
OTT	NOT USUALLY	LIMITED*
EU TRAINED TEACHERS	NO	MINIMAL*
OTHER APPROVED TEACHERS FROM USA, AUSTRALIA, NEW ZEALAND & CANADA (may require work visa)	NO	MINIMAL*
APPROVED HOLDERS QTLS (basically FE lecturers)	NO	MINIMAL*

* but cost of acquiring original teaching qualification not included

2.3 Current recruitment into School Direct:

More than 900 schools are directly involved in the School Direct scheme for 2013–14. These schools operate through providers that range from large institutions to the individual schools themselves. Tracking the progress of recruitment following the large-scale government advertising campaign in the autumn of 2012 has been challenging. Recruitment to higher education courses is tracked weekly in considerable detail and comparisons can easily be made with previous years.

2.4 Tracking School Direct this year is a labour intensive activity that few have been prepared to undertake. This is what I wrote in March about the state of recruitment this year:

For the purposes of this blog I reviewed the data provided on the DfE web site regarding the total number of places on School Direct, and how many remained available at the middle of March in two subjects. Physics was chosen because it has traditionally been a “shortage” subject, and even those not offered a salary can claim relatively generous bursaries. By contrast, history has not been regarded as a shortage subject, and those not on the salaried scheme may find little by way of financial support to help them through their training.

The results when I looked on the 15th March were that only 4% of the “salaried” School Direct places for Physics were shown as “unavailable”, as were just 6% of the “non-salaried” Physics “Training” places. That’s a total of 29 places out of 572 on offer for Physics shown as “unavailable”, and presumably, therefore, filled. In history, the position was better, with a quarter of the 336 places shown as “unavailable”, and presumably filled.

Now it is too early to be sounding alarm bells but, with the Easter holiday fast approaching, schools probably won’t be holding many more interviews until sometime in April. By the end of that month there will be just four months before the new school year when the School Direct candidates will be expected to start their training. By now Teach First has usually closed its book to new applicants, but this year even that programme is still accepting applications in the sciences, mathematics, computer science/ICT and English.

Taken together, the fact that the three leading routes used for preparing teachers are finding this a challenging recruitment round means that the government must take notice, and if necessary action.

Now it may be that School Direct partners are just slow in notifying the DfE that they have accepted candidates. It may also be that they are used to recruiting teachers for September largely between March and May, and don’t appreciate the fact that training places have generally been organised earlier in the year than that. Schools may also be expecting a higher standard from potential

applicants than higher education has sometimes been able to demand. Whatever the reasons, we will not produce a world-class education system unless we have enough teachers. johnohowson.wordpress.com, 19 March 2013

2.5 Early in May, the government posted data about applications to School Direct. I commented that:

The government released data today that showed around 20,000 applicants had made more than 64,000 applications to become a teacher through the new School Direct route. That's around seven applications per place, and well above the ratio for the university teacher preparation courses, where applications through GTTR for postgraduate courses rarely hit the level of four applications per place except in very popular subjects such as History, Physical Education, the Social Sciences and Drama. However, since GTTR measure applicants rather than gross applications so on that basis School Direct is probably doing little better than GTTR in terms of applicants per places available. But, without a breakdown of applicants as well as applications by subject and phase to School Direct it is impossible to be sure.

With so many applications to choose from you might expect School Direct to have filled all its places by now, just as Teach First has already closed its door to applicants for this year. But, you would be wrong, if data from the DfE web site is correct. Over the Easter weekend only between 7% and 45% of the salaried places were filled, depending upon the subject, and there was a similar percentage range of places filled on the non-salaried training route. With so many applicants, this means that only between two and 9% of applicants appear to have been offered places on School Direct so far. This is a much lower proportion than for the courses offered by universities through GTTR.

The obvious questions that arise are whether there are better applicants for the GTTR courses than School Direct or are perhaps admissions tutors in universities being more generous in making offers than their colleagues in schools? Take Chemistry as an example, on the School Direct Salaried route, 11% of the places were filled by Easter, and that represented just 4% of applicants being offered places. On the School Direct Training Route 9% of places were filled, and just three% of applicants had been offered a place. By comparison on the GTTR courses 46% of the applicants had been offered a place although this was down on the 51% accepted at the same time last year. Given that it is unlikely anyone without the basic academic degree class bothers to apply, it seems odd that so many applicants have yet to be offered a place through the School Direct programme, especially as applications have been arriving since the autumn.

However, there is still about three months to go, so all is not yet lost, but the government will need to keep a close eye on whether schools are being slow at interviewing applicants that applied sometime ago or whether schools have decided the quality of the applicants are not good enough. There is certainly no guarantee that a flood of high quality applicants will turn up at the last minute, and too many empty places could cause staffing problems for some schools next summer. A teacher supply crisis in the year before a general election would be embarrassing for the government that made much of the large number of applicants to the School Direct programme in its announcement today. No doubt the lack of a similar announcement about the numbers accepted was an oversight that will be quickly rectified. johnohowson.wordpress.com, 8 May 2013

2.6 On 1st June, I commented further that:

I won't rehearse the various discussions under each of the headings, save to say that earlier this week I worked out that less than a quarter of training places in Chemistry on the School Direct route were being shown as filled on the DfE web site compared with about double that figure for the higher education routes in the subject.

Now, as I have maintained before that difference in acceptances could well be because of schools requiring higher standards than universities from their would-be trainees. If so, then there is little more than three months left to find the trainees to fill the remaining places at a time when the market for graduates appears to be reviving. If the schools and universities haven't selected from those who have already applied, why should those who apply now be any better in calibre? An analysis of application patterns over recent years has shown that once the rush of applications from finalists who haven't yet thought about life after university is over there are relatively few other applicants as the summer months pass by. Now, this year may be different, but it is difficult to see why it should be if the overall market for graduates is better than in recent years, as those yet to make a decision about their future have more choice than in recent years, unlike their colleagues in many other European countries. johnohowson.wordpress.com, 1 June 2013

These comments from a single researcher working alone and unfunded reveal the possibility of a crisis unfolding that will potentially cause a shortfall in teachers seeking to enter the profession in the summer of 2014. With the resources available to the government, anything less than a complete understanding of the situation seems like a dereliction of duty. But, the government at Westminster is in the process of drawing back from direct involvement with teacher supply. In January Mr Taylor, the head of the NCTL told a conference that:

In the future I would like to see local areas deciding on the numbers of teachers they will need each year rather than a fairly arbitrary figure passed down from the Department for Education. I have

asked my officials at the TA to work with schools, academy chains and local authorities to help them to devise their own local teacher supply model. I don't think Whitehall should be deciding that nationally we need 843 geography teachers, when a more accurate figure can be worked out locally.

Department for Education (2013) Speech to North of England Conference by Mr Taylor <http://www.education.gov.uk/inthenews/speeches/a00220299/charlie-taylor-keynote-speech>

2.7 Mr Taylor’s comments did not come as a surprise to connoisseurs of government education legislation who had noted that within a Schedule of the 2011 Education Act, Section 11A of the 1996 Education Act was repealed. This was the section, originally enacted in the 1944 Education Act that created a duty requiring that:

“The Secretary of State shall, in particular, make such arrangements as he considers expedient for securing that sufficient facilities are available for the training of teachers to serve in schools maintained by local education authorities, grant-maintained schools, institutions within the further education sector and institutions which are maintained by such authorities and provide higher education or further education (or both).” Education Act 1996

2.8 The issue of tracking recruitment into school Direct should be solved next year by the single GTTR administered admission system providing that the present weekly application data is continued for the new system. It would be a major mistake to suppress this information.

2.9 The primary phase:

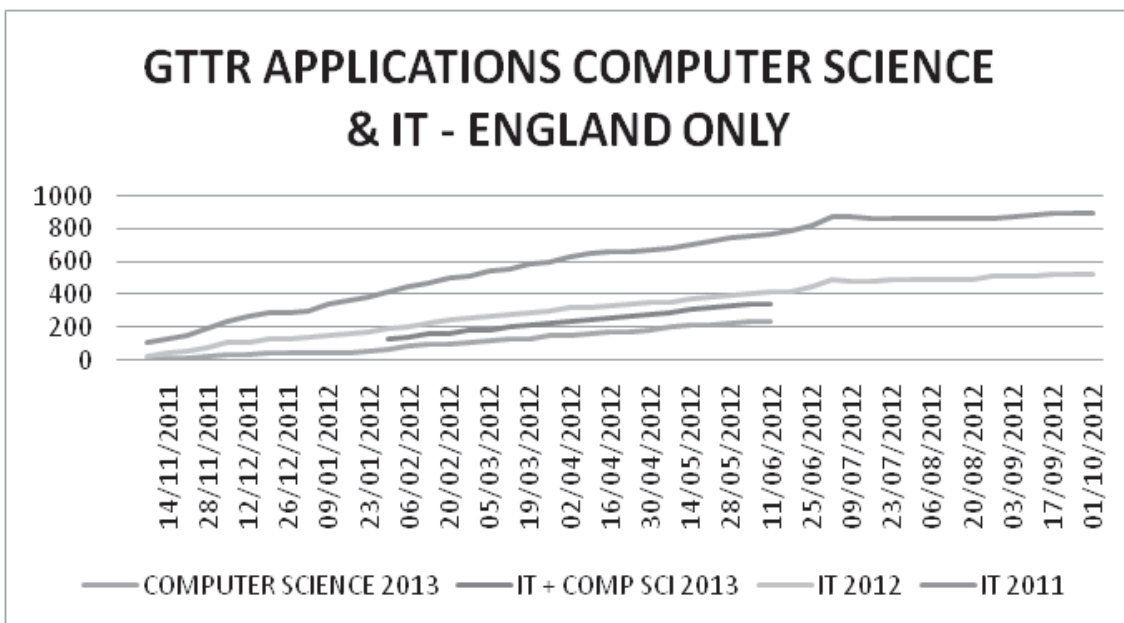
While School Direct may work well in the secondary sector, it is more of a challenge to see how the model will handle up to 20,000 trainees that may be needed each year for the primary sector during the period of rapid growth in the primary school population during the remainder of this decade. The training of primary school teachers, and the skills they need, might well be worth a separate investigation by the Committee at some point in the future.

3.0 Future policy:

Unless there is a clear and precise policy for monitoring teacher supply trends, any improvement in the general economy may make attracting graduates to teaching as a career in certain parts of the country, most notably London and the Home Counties something of a challenge. Improvements in minimum degree standards required of teachers have already contributed towards a reduction in applications through the traditional higher education routes even before School Direct became fully operational. Computer Studies/Information technology is not a subject where school Direct has much impact on the training market, but is a vital skill necessary for the future economy. Applications have collapsed over the past two years. Should it be felt necessary to resolve this situation by training more teachers in the subject that will be a test of how the new system produces not just great teachers; but sufficient great teachers.

Graph One

A CUMULATIVE GRAPH OF APPLICATIONS TO HIGHER EDUCATION TEACHER TRAINING IN 2011, 2012 AND 2013 FOR COMPUTER SCIENCE OR INFORMATION TECHNOLOGY TEACHER TRAINING COURSES



3.1 Should a shortage of new teachers in one or more subjects appear, either in 2014 or subsequently, as possible trainees opt for careers other than teachers with better immediate returns it could well be that the new freedom schools have under the Pay and Conditions Document results in more teachers exerting their bargaining power and starting not at the bottom of the scale but at the top. As has been seen with head teacher's pay a shortage of applicants has tended to drive overall pay upwards, as might be expected in a market situation.

4. CONCLUSION

4.1 The creation of a world-class education system depends in a large part upon a world-class teaching force. The changes that the system of teacher preparation is undergoing in England at present provide something of a challenge whose outcome is unknown. After a period of recession, and five years of easy recruitment into the teaching profession, the overall situation may be entering a more challenging period. At the same time, the government at Westminster is both creating new and more devolved routes into the profession and seemingly abandoning central planning, although with no evidence as to where adequate future funding for training will come from if there is no planning on which to base discussions with the Treasury.

4.2 The risks are far higher in the primary sector, where the demand for more teachers to meet the rise in pupil numbers already underway, places an immediate requirement for more teachers to be trained. In the secondary sector, the increase in teacher training requirements may be less immediate, but it will be just as certain well before the end of the decade. The responsibilities of the various interests in ensuring that there are sufficient teachers to produce a world-class education system should be clearly delineated so that all parties are aware of the expectations placed upon them, and their obligations to meet them.

September 2013

Written evidence submitted by The Geographical Association

We are writing on behalf of the Geographical Association (GA), *“the leading subject association for all teachers of geography”*, to make a number of observations about the development of School Direct as a means of training secondary school geography teachers.

The Association previously submitted its observations relating to “the New Inquiry into Teacher Training” in 2009 commenting on concerns over:

- The need for Ofsted to report regularly on the quality of subject training.
- The development of criteria to measure the quality of subject-specific teaching.
- The improvement of subject training in employment-based ITT.
- Ways to halt the loss of subject expertise in university ITT departments and safeguard their capacity to engage in subject-specific research.
- The maintenance of subject resource networks to support those involved in the delivery of ITT.
- How best to implement sustained, subject-specific professional development for all teachers.

The development of School Direct would appear to have strengthened our concerns over the quality of subject-specific training relating to the award of QTS. As a consequence of the reduction in PGCE allocations, several universities have lost subject-specific expertise, while the linking of School Direct consortia to HEI takes no account of whether that particular HEI has subject-specific expertise.

Using the allocations data for school direct places on the School Direct DfE website in February 2013, it would appear that there were 198 non-salaried and 57 salaried places listed for geography. Of these 80 and 37 places respectively were allocated to accredited providers with no geography specialist tutor in post at that time. This is a proportion of 45%. This suggests that a very significant proportion of the geography trainee teachers in the School Direct scheme in September 2013 will not have the benefit of a geography education specialist contributing to their training.

In such situations, it would appear that one of the following scenarios is likely:

1. Relying solely on a mentor in school to provide all the geography specialist training, in the worst case scenarios, these mentors are not geographers.
2. Universities running School Direct schemes in geography although they have no specialist geography educators within their university provision.
3. Where School Direct subject cohorts are very small providers are planning to combine subjects and provide “humanities” training rather than specific geography training. At a time when the DfE is stressing the importance of subject knowledge in the proposals for the new curriculum this is a very backward step for geography ITE.

STRATEGIC PARTNERS

Despite significant efforts, the Geographical Association has been unable to find anyone doing a School Direct pilot in geography in order to carry out a more detailed appraisal of the current situation.

KEY CONCERNS

- The closure of good (Ofsted grade 2) geography courses in universities at the same time as some schools “requiring improvement” (Ofsted grade 3) are being allocated School Direct geography places.
- The proportion of new geography teachers who will be trained next year through School Direct schemes where no specialist geography tutor will be involved in the training.
- That school-led training risks failing to train new teachers well in geography pedagogy and provides a narrow training based mainly on the experience of one school.
- Geography teachers, as mentors, are being asked to take the major responsibility for training geography teachers without the time and resources to do so, and without having sufficient expertise in subject pedagogy. Many new schools and mentors are being expected to train for the first time, while existing highly experienced mentors with an excellent training record are not being involved.
- Geography allocations are dependent on the overall quality of the ITE provider. Those judged “good” have been allocated no core places for geography, regardless of the quality of the geography training. Courses that have been previously graded as “outstanding” for geography are facing closure. Ofsted no longer reports on individual subjects.
- If university geography ITE courses close, the loss of experienced geography educators will have a serious impact on the provision of curriculum development, professional development and research in geography education.
- The GA believes that new teachers must have a secure understanding of subject pedagogy to teach their subject well. Most school-led routes have only a few trainees studying each subject; therefore they cannot resource a dedicated geography tutor. Training that takes place mainly in one school does not provide sufficient experience of a range of teaching approaches and techniques.
- Mentors have very little time allocated to their ITE role. Most have few opportunities for subject-specific professional development to update and develop their understanding of subject pedagogy. Therefore, they rely on a university geography tutor to provide challenging and wide-ranging training in subject pedagogy—and incidentally provide them with professional development.
- Experience shows that any new geography course takes several years to achieve high quality training; some never do. Teacher training expertise takes time to develop. Yet for 2013 the allocations indicate 23% of geography trainees will be training in new providers. This risks creating a significantly high proportion of inexperienced providers.
- School Direct could work well if its introduction was managed and phased over several years. University tutors are keen to involve good geography departments in training students and the School Direct scheme requires strong commitment to ITE; such involvement by schools should establish stronger partnerships.

WHAT NEEDS TO HAPPEN?

- The closure of high quality geography ITE courses in universities and the loss of geography education expertise must be prevented.
- A better way must be found to allocate secondary geography training places to reflect high quality provision and ensure the supply of high quality geography NQTs is maintained.
- Geography subject pedagogy should be improved in school-based routes into teaching.
- The introduction of School Direct should be carefully phased and managed with attention given to the quality of the geography departments that are involved; resourcing for geography mentors in time and professional development; opportunities for trainee teachers to gain broad geographical experiences during training.

June 2013

Written evidence submitted by The National Association for the Teaching of English

SUMMARY

- The National Association for the Teaching of English has conducted an online survey of professional opinion on School Direct. This reveals deep concern about this mode of teacher training.
- Respondents doubt schools’ capacities to resource key elements of teacher training.
- Trainees’ subject knowledge and understanding of educational purposes and processes will decline, and they will be less well tutored and mentored.
- Employers will find difficulty in filling posts appropriately and the national/regional balance of job supply and demand will be affected.
- Regional provision of ITT will be more variable and worse overall.

- Trainees desire University-led training that allows them to reflect on and learn from multiple teaching placements through contact with their tutor, their peers, and other learning communities.

1. INTRODUCTION

Following the announcement by the Teaching Agency in June 2012 that School Direct will become the main route for initial teacher training (ITT) from September 2013, the National Association for the Teaching of English conducted an online survey of members' views of the likely effects of this development. 730 individuals completed the survey. The full report is available at <http://bit.ly/14M9WQr>. The following summarises key points made by members.

2. SCHOOLS' CAPACITIES

Only 10.8% of respondents are confident that a school will be able to educate trainees adequately in the purposes and processes of education, and only 19.5% believe it will offer up-to-date subject knowledge. Less than one-fifth (17.8%) think that a school will be able to provide teachers qualified to act as tutors to trainee teachers. Just over a third (36.1%) of respondents believe that a school will be able to provide teachers qualified to act as mentors. The overarching concern is lack of time: only 2.6% of respondents believe that a school will have time to carry out these new responsibilities.

3. REALISTIC OR DESIRABLE?

85% of respondents believe that the government's target of training 10,000 students a year via School Direct is neither realistic nor desirable. Several respondents suggest that the changes will prove a false economy: "Universities are the places where intellectual resources are shared by trainee teachers from many schools." In the view of many, the changes are not desirable for pupils or for trainees. "Do parents want to send their children to schools where they are going to be taught constantly by students in every subject?" asks a fellow in higher education. "It would mean that trainees had a very myopic view of practice," writes a university lecturer.

4. EFFECT ON TRAINEES

624 (86%) of respondents believe that trainees' experience of being tutored will be detrimentally affected, only 10 (1.4%) thinking that this will improve under School Direct. The university-based professional tutor is seen by most as irreplaceable. Over half of respondents (55%) express alarm about the future of mentoring. "Schools rarely give mentors time on their timetables despite getting money from universities for this," writes a university teacher.

5. EMPLOYMENT

Several comments focus on employers' difficulties in selecting suitable teachers under the new arrangements. "How can schools ensure that the quality of training is equal in all institutions?" asks a student teacher. Others question the effect of the new arrangements on the market. "The training schools will be able to pick off the best candidates," remarks a head of department. Equally problematic will be the probability of maintaining a regional balance of supply and demand, which 62.8% believe will be reduced.

6. REGIONAL PROVISION OF ITT

619 respondents (85.3%) think that regional provision of ITT will be more variable and worse overall. A university teacher laments the imminent loss of school-university partnerships and "the expertise, knowledge and experience that have been built up in teams over years". Other respondents point out the important professional role of higher education in areas where the advisory service has been reduced or eliminated.

7. DISCUSSION: UNDERLYING REASONS FOR DIFFICULTIES IN RECRUITMENT TO SCHOOL DIRECT

7.1 The university trainee meets the challenges of teaching disparate students in different kinds of school while remaining attached to a course tutor with whom they can discuss their on-going work. In this tutorial relationship, the trainee can develop ideas, reflect on experiences, discuss options, and formulate critical and professional judgments. The tutor, and the research culture of the university, ensure that the trainee's subject knowledge and understanding of educational processes develop alongside their everyday experience of teaching. The trainee's peers offer considerable social support as well as mutual information about the variety of school settings and situations that they encounter. In these various modes and contexts, the trainee learns to become a reflective practitioner (Schön 1983, 1987).

7.2 The great majority of respondents to this survey believe that school-led initial teacher training is very unlikely to provide all these elements. The school will take the lead in the student's training and will have to broker a relationship with an accredited training provider. It is hard to see what power the academic training partner will have in this relationship. The trainee will be employed as an unqualified teacher and this will primarily define their status. They will have little time for critical reflection and no recourse to peers, tutor, or a university research culture. They will work in one school for their entire training year and will then, according to the intentions of the School Direct programme, be employed as a qualified teacher in the same school. It is

hard to resist the conclusion that the trainee will in fact be a twenty-first century version of the Victorian pupil teacher.

7.3 This is not what a successful contemporary school requires. “We always choose university trained PGCE students over others in this high achieving 13–18 academy,” writes a head of department. It is also not what aspiring young teachers desire. They know that schools are unlikely to be able to deploy the time nor the human and intellectual resources to train them adequately for their future career. A Head teacher summarises the view of the great majority of respondents: “Trainee teachers need exposure to a range of schools during their training year, a sound philosophical training and opportunity to research and reflect on best practice.”

June 2013

Further written evidence submitted by The National Association for the Teaching of English

SUMMARY

- The National Association for the Teaching of English has conducted an online survey of professional opinion on School Direct. 730 individuals completed the survey. 107 of these respondents are student or newly qualified teachers.
- Respondents doubt schools’ capacities to resource key elements of teacher training.
- It is widely feared that the quality of trainees’ subject knowledge and understanding of educational purposes and processes will decline, and that they will be less well tutored.
- Employers will find difficulty in filling posts appropriately and recruitment of suitable staff may be affected.
- Regional provision of ITT will be more variable and worse overall.
- Trainees desire University-led training that allows them to reflect on and learn from multiple teaching placements through contact with their tutor, their peers, and other learning communities. Hence the reluctance to apply for School Direct places.

1. INTRODUCTION

The National Association for the Teaching of English has conducted an online survey of members’ views of implementing School Direct as the main route for initial teacher training (ITT) from September 2013. The full report is available at <http://bit.ly/14M9WQr>. 107 survey respondents were student or newly qualified teachers. 70 of these worked in secondary schools, 17 in academies, and eight in primary schools. The following summary of key points made by these respondents may indicate some of the reasons behind the problems in recruitment to School Direct.

2. SCHOOLS’ CAPACITIES

Of the 77 trainees or new teachers who replied to a question about schools’ capacities to provide initial teacher training, 43 (56.6%) are not confident that a school will be able to educate trainees adequately in the purposes and processes of education. Only 12 (15.6%) believe that a school will offer up-to-date subject knowledge. Only 29 (37.7%) consider that a school will be able to provide teachers qualified to act as tutors to trainee teachers. A major concern is the lack of time available in school: 54 (71.1%) of respondents fear that a school will not have time to carry out these new responsibilities.

3. REALISTIC OR DESIRABLE?

Of 106 replies, 81 (76.4%) of respondents believe that the government’s target of training 10,000 students a year via School Direct is neither realistic nor desirable. One asks: “If you’re training in only one school, how can you have experience of a variety of schools?” Another comments: “Both schools I trained in were drastically different and only believed in ‘their way’ of doing things. University helped me find my way.”

4. EFFECT ON TRAINEES

94 (87.9%) of respondents believe that trainees’ experience of being tutored will be detrimentally affected, only two (1.9%) thinking that this will improve under School Direct. In the words of one respondent: “The highly skilled and trained staff in universities have the time, knowledge and resources to train teachers to a high standard. Schools are already stretched both in terms of time and budget.” 90 (84.1%) believe that trainees’ overall experience of teacher education will deteriorate under School Direct: “Without external monitoring (currently from HE institutions) of the school mentor, trainees may well, and are likely to, get very different experiences and levels of training, which does not provide a level playing field for all trainees.”

5. EMPLOYMENT

Several comments focus on employers’ difficulties in selecting suitable teachers under the new arrangements. “How can schools ensure that the quality of training is equal in all institutions?” asks one student in training.

Others question the effect of the new arrangements on recruitment. “Why employ qualified staff if you are able to have an annual turn over of School Direct trainees?” asks another respondent.

6. REGIONAL PROVISION OF ITT

84 respondents (79.2%) think that regional provision of ITT will be more variable and worse overall. “Some areas will be relatively over-provided for in HE and others under-provided.” Others comment on the important role of HE institutions in areas where the advisory service has been reduced or eliminated. “The network effects and sharing of ideas is likely to be reduced.”

7. UNDERLYING REASONS FOR DIFFICULTIES IN RECRUITMENT TO SCHOOL DIRECT

The following quotation, representative of many, indicates why intending trainees may be reluctant to sign up for School Direct.

7.1 “The best part of my current PGCE course is the support I receive from my tutor, the chance to share and discuss best practice with my PGCE group and the fact that I am offered two school placements. Without having a varied and broad view of different types of schools and ways of running schools, I could not effectively reflect on my own practice and would have little idea of how, or in which direction, my career would progress. I firmly believe that the rigours of the PGCE course are setting me up to be able to deal with all the intensive, and often daunting, elements of the role and I know that my tutor will be there to back me up should I need it. To think that this option would not be available to prospective teachers is a distressing thought.”

8. FURTHER INFORMATION

We shall be submitting a fuller report on our survey to the Great Teachers Follow-up Inquiry.

July 2013

Written evidence submitted by the Council for Subject Associations

INTRODUCTION

1. The CfSA for Subject Associations (CfSA) has 32 subject association members and represents the subjects taught in schools and colleges in the United Kingdom. The CfSA is committed to promoting the best quality in subject ITE training for all new teachers. It is vitally important that new teachers joining the profession are well trained to teach their subjects.

2. Following the allocation of secondary ITE places for 2013–14 the subject associations have serious concerns about the quality and supply of good subject teachers for our schools. The rapid expansion of School Direct and the reduction in “core” places for PGCE training has put ITT secondary subject training in universities at risk. Several well-established university courses that have been providing high quality subject training for decades are struggling to survive; some have already closed. This is a crisis: in subject capacity for ITE and the supply of high quality subject teachers for schools.

KEY CONCERNS

3. The key concerns of subject associations arising from the introduction of School Direct are:
- The impact of School Direct places on the subject capacity of ITE. As PGCE core places in universities are lost, subject capacity is threatened.
 - The contradiction between the DfE’s Teachers’ Standards 2012 and a method of training which does not give trainees access to subject experts and scholarship. A high proportion of those training in School Direct schemes will not have access to an expert subject tutor.
 - Reduction in subject capacity in universities will have a serious impact on education beyond ITE—on curriculum development, CPD, higher degree provision and research.
 - School-led training is less effective in training new teachers to teach their subjects well. Ofsted has repeatedly reported this. School Direct is more likely to lower than raise the quality of ITE.
 - Mentors are expected to take a major responsibility for subject training within School Direct; but they do not have the resources, particularly time, and are not being trained for the role.
 - There is no strategy to manage the regional allocation of teacher training places. The market-driven approach is likely to result in teacher shortages in specific subjects and in particular parts of the country.

COMMENT

4. It is easy to dismantle an ITE system—it is not easy to build one. Good ITE partnerships between schools and universities have developed since 1992. These have been praised by Ofsted, who has reported in recent years that we are training the best teachers ever. ITE in the university sector has been the flagship of subject

training in England³²—and one much admired by other countries. So why is it being dismantled? The introduction of School Direct is causing irreparable damage. The government must consider the implications of their current implementation of School Direct on the quality of subject teaching and ITE capacity before it is too late.

5. While the best schools and subject teachers can train new teachers well, a major flaw in the School Direct model is that there are not enough outstanding teachers in each subject to train new teachers on a one-to-one basis. Moreover, there are significant implications for schools to release their best and most experienced subject teachers to act as mentors and manage teacher training. The focus for schools is the education of pupils and the training of new teachers may not always receive the attention it deserves.

6. A common weakness in school-based subject training is to focus on craft skills and generic teaching strategies and to pay insufficient attention effective subject learning. Schools are not best placed to train new teachers to “demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship” as required by the Teachers’ Standards. Too often trainees are encouraged to copy the teaching they observe without exploring a range of different teaching strategies or discussing subject pedagogy. This happens when subject mentors have limited subject expertise, ITT experience or time, and where they do not have the support of an expert subject tutor. With a large number of new mentors being brought into training teachers for the first time in September 2013, these shortcomings are likely to be replicated.

7. New collaborations between schools and HE (or other accredited ITE providers) for School Direct have been put together hastily. Often no subject specialist tutor is in place, especially in subjects outside the core, to support schools. Nor is there proper marketing; prospective trainees are signing up to School Direct without sufficient information about what training to expect, or even what qualification they will receive. Our members report that in some “worst case scenarios” trainees are being trained in schools where there is no *specialist teacher* in their subject.

A WAY FORWARD

8. The CfSA believes that the best subject training requires contributions from both universities *and* schools.

- Trainee teachers need to learn about subject teaching from those who have the proven ability to develop their subject pedagogy rigorously. University tutors are these experts and often run courses at Masters and Doctoral Level.
- Trainees also need the advice and guidance of skilled subject practitioners in schools where they can observe excellent teaching in their subject and work within outstanding subject departments. It is very important that they spend significant time working with teachers and departments in more than one school to gain broad experience of different practices and teaching approaches in their subject.

9. Good ITE partnerships of HE and schools should be allowed to flourish and develop. Best practice, where all parties work to their strengths, takes time to evolve. The development of Schools Direct should be managed so that schools move into the scheme when it is right for them to do so and the support structures are fully in place. Forced partnerships are likely to be poor partnerships.

10. ITT partnerships are seriously at risk when one partner suddenly loses their training places. If a university course closes, the schools lose their partner for School Direct. Our members report instances where schools in partnership with a university applied for School Direct places, intending to work in the same partnership—only to find the university lost its core places and they have been effectively “cast adrift”. The implication of allocations policies need to be considered much more carefully by the National College for Teaching and Leadership.

11. Ofsted should monitor the current situation with respect to subject training. More recent Ofsted reports have not been based on subject-based inspection. They report only on the quality of providers in terms of generic teaching. The providers who are training new teachers well in their subjects should be identified by Ofsted, and these providers should be encouraged to expand.

July 2013

³² OfSTED’s 2010 Annual report Key Finding “There was more outstanding initial teacher education delivered by higher education-led partnerships than by school-centred initial teacher training partnerships and employment-based routes.”

Written evidence submitted by the University of Cumbria

1.1 Approximately one third of The University of Cumbria's entire provision is teacher education which provides over 1,500 Newly Qualified Teachers each year. As a national provider serving some of the most rural communities in England as well as inner city areas such as Tower Hamlets the University faces a significant challenge to its continued engagement as a national leader in School Direct and other forms of school embedded teacher training.

1.2 The rapid expansion of School Direct has destabilised University provision in teacher training. There is no certainty regarding allocations for more than one year ahead. In the past two years the University's PGCE Secondary places have reduced by 60% from 350 to 140. The University was allocated very few or no core places in some subjects for 2013–14 (3 History, 2 Geography, 0 English) leading to redundancies and a consequent loss of subject expertise. Whilst further reductions are anticipated actual numbers for 2014–15 will not be known until October 2013. The inability to plan more than one year ahead creates an untenable position.

1.3 As a consequence of reductions in allocations the University no longer offers training in Modern Foreign Languages in the North West. This has led to the cessation of highly effective training programmes—for example the award winning programmes with Dallam School (recently recognised for their excellence by the British Academy).

1.4 Current proposals to limit the involvement of some Universities in the provision of Subject Knowledge Enhancement programmes further risks supply of teachers in shortage subjects. The University of Cumbria has an excellent record in recruiting Secondary Maths trainees for example with 30 trainees preparing to commence their training at the University in September 2013. This success is predicated upon the ability to prepare trainees with appropriate preparatory subject knowledge enhancement courses.

1.5 For schools involved in School Direct there is not the same imperative to recruit to all allocated places as there is for HEIs and there are no penalties for under recruitment as exist for Universities. For many schools School Direct is a relatively small scale activity and does not provide a significant source of income. This has a potentially destabilising effect on ensuring adequate supply of teachers across subject and phase ranges.

1.6 The University of Cumbria has engaged proactively with the School Direct training route. The introduction of this route has impacted significantly on demand for core training places in PGCE Primary in particular with the University experiencing a 40% fall in demand in comparison to the previous year.

1.7 The University has a key role in meeting the forecast rise in demand for school places and teachers. Without the capacity of providers such as the University of Cumbria it is difficult to envisage how national supply needs could be met.

1.8 The increasing shift in balance of control to schools risks an undervaluing of the pedagogical aspects of training. Schools Centred ITT providers (SCITTs) frequently offer training programmes leading to QTS with no academic credit attached. This risks training becoming an apprenticeship that lacks the underpinning academic rigour that differentiates the unique contribution of our current University based teacher training system.

1.9 The market led model of School Direct encourages competition and discourages collaboration, which is one of the distinguishing features of our Universities teacher training provision which is fundamentally rooted in partnership working.

1.10 The expectation of employment on completion of a School Direct training route will constrain the involvement of schools in more rural areas due to their lower turnover of staff. Rural schools may not feel able to engage or may do so only sporadically resulting in wasted effort and duplication for little result. They will have a smaller pool of applicants from which to select and the predominance of School Direct risks marginalising rural communities. The University of Cumbria takes seriously its duty to ensure effective teacher training and school improvement in rural communities.

1. ROYAL COLLEGE OF TEACHING

2.1 We note with interest the various perspectives on the establishment of a Royal College of Teaching as outlined in "Towards a Royal College of Teaching—Raising the Status of the Profession". As a provider of teacher training the University equally experience many of the very significant and direct influences on the teaching sector that schools do. The establishment of a royal college would reduce the level of direct political influence to ensure that the profession itself has responsibility to ensure education is fit for purpose.

2.2 In particular we recognise the opportunities for a royal college to:

- Encourage and highlight educational research and international best practice.
- Provide a framework for career progression and accredited professional development at all levels.
- Bring together a broad range of educational professionals including academics.
- Provide a single sector voice independent of teacher unions.
- Set professional standards.

- Clarify the responsibilities of schools to ensure adequate teacher supply.
- Consider the shape of teacher training and the various routes to Qualified Teacher Status.
- Consider the value of the contributions of different partners to teacher training.

2.3 We would endorse the principle and right of the teaching profession to establish its credentials and to play a much more significant role in setting standards and exercising judgements as part of establishing the high status of the profession to which so many aspire.

July 2013

Further written evidence submitted by the University of Cumbria

EXECUTIVE SUMMARY

- The application process for School Direct was put in place at short notice with no advance briefing or consultation for HEIs. This created resource intensive manual handling of applications and delays for early applicants.
- The process has operated in parallel with GTTR for 2013–14 making applicant behaviour less predictable.
- New School Direct processes have created confusion for some applicants. The different application routes and opportunities are not clearly presented.
- The introduction of the new applications process has impacted significantly on applications for PGCE Primary places. This combined with the reduced incentive for schools to fill all allocated SD places and the introduction of skills tests as an entry requirement has a destabilising effect on national teacher supply.
- New changes for 2014–15 entry will introduce further uncertainties into the national teacher supply model.

2013–14 ENTRY

1.1 We note the invitation of comments is focused on the administration of the application process for School Direct teacher training places to start in 2013–14. Detailed comments are provided below. These are however provided in the context of the introduction of a new single admissions system for all Postgraduate Teacher Education places to be introduced for 2014–15 entry which will itself introduce significant changes.

1.2 The application process for School Direct was put in place at short notice with Higher Education Institutions receiving details of the new system on the same day that it was launched to applicants. The absence of advance consultation or notice required a reactive response from HEIs introducing a lag in efficient processing of early applicants. The introduction of this type of change was in stark contrast to normal lead times and consultation for changes in HE systems which enable HEIs to plan properly.

1.3 The admissions portal for 2013–14 has operated in parallel with the GTTR, the traditional route for submission of Postgraduate teacher training applications. This has created additional administration as student record system providers were not able to plan for changes as would normally be the case. This has reduced opportunities for automation leading to significant manual handling and data entry of applicant details to integrate with established University systems. The University of Cumbria has received in excess of 1,500 applications for School Direct for 2013–14 entry.

1.4 The parallel operation of two applications processes has meant applicants have been able to simultaneously hold offers in both systems, something which has not been possible previously when applying through GTTR. This has led to greater uncertainty regarding the likelihood applicants accepting places are committed to entry. The introduction of skills tests as an additional entry requirement has provided a further significant element of uncertainty into the admissions process for 2013–14 entry.

1.5 The introduction of the new admissions portal and its marketing as School Direct has created confusion for some applicants. The different application routes and opportunities are not clearly presented with the advantages of each specified to enable applicants to make an informed choice. Some routes will be QTS only for example. The School Direct route has been actively promoted by the NCTL using their unique resources to the detriment of core training opportunities.

1.6 The University of Cumbria has engaged proactively with the School Direct training route. The introduction of this route has impacted significantly on demand for core training places in PGCE Primary in particular with the University experiencing a 40% fall in demand in comparison to the previous year.

1.7 For some lead schools involved in School Direct there is not the same imperative to recruit to fill allocated places as there is for HEIs. For many schools this is a relatively small scale activity and does not provide a significant source of income. This has a potentially destabilising effect on ensuring adequate supply of teachers across subject and phase ranges. It is unrealistic to assume that smaller schools and alliances can

anticipate their workforce supply needs plan far enough in advance to bid for an appropriate number of places and meet expectations of employment.

1.8 The expectation of employment on completion of a School Direct training route will constrain the involvement of schools in more rural areas due to their lower turnover of staff. Rural schools may not feel able to engage or may do so only sporadically resulting in wasted effort and duplication for little result. This risks marginalising rural communities.

2014–15 ENTRY

2.1 The new single admissions system planned for 2014–15 will address some of the issues experienced in the 2013–14 recruitment round and arguably provides a better system for admissions in the medium term. However it also introduces some short term issues the effects of which are difficult to predict.

2.2 There has been limited consultation between UCAS and providers to prepare for the implementation of UCAS Teacher Training. Issues around access, course set up and links with relevant software providers are yet to be finalised as at end of June 2014 with a go live date of 1 November 2013.

2.3 The move to a single admissions system with three choices at the initial stage received concurrently rather than sequentially, will have a very unpredictable effect on the volume of applications for core training places with the potential for a two tier system of application with School Direct places comprising many applicants first three choices.

2.4 The ability of schools to directly access the new admissions system for 2014–15 entry will introduce an added layer of complexity. HEIs ability to work collaboratively and efficiently with partner schools will be fundamental to successful implementation of this new system.

2.5 The introduction of the 40 day turnaround requirement is likely to be a significant challenge for some schools to meet particularly where these timescales overlap with holiday periods.

July 2013

Written evidence submitted by the British Educational Research Association (BERA)

1. The British Educational Research Association (BERA) is a member-led charity which exists to encourage educational research and its application for the improvement of practice and public benefit. We strive to ensure the best quality evidence from educational research informs policy makers, practitioners and the general public and contributes to economic prosperity, cultural understanding, social cohesion and personal flourishing.

SCHOOL DIRECT

2. BERA has grave concerns about some of the consequences of the rapid introduction of School Direct in England. The majority of BERA members work in University Departments of Education (UDEs) that have played a major role in the provision of professional education for teachers, including initial teacher education, over many years. Since the early 1990s and, in many cases, since long before that, these UDEs have operated their teacher education provision in partnerships with schools. There has been a steady improvement in the quality of provision of initial teacher education as was recognised in the Select Committee's recent report.

3. The current Government's commitment to encouraging schools to take the lead in recruitment of trainees has some attractive features in relation to enabling schools to connect their recruitment to perceived future staffing needs. But the withdrawal of core allocations from many UDEs indubitably brings considerable instability into the system as universities try to plan their own staffing needs strategically. There is therefore a significant threat to the maintenance of a 'critical mass' of high quality research-based expertise in UDEs and there will be a growing tendency for universities to employ staff on a casual and short-term basis which is unlikely to be conducive to the continuing improvement of quality in schools.

4. In addition to the direct impact on the quality of the contribution that universities are able to make to the improvement of the teaching profession, BERA is also very concerned about the likely impact on educational research infrastructure more generally. As we see the international evidence growing for encouraging an evidence base for teacher development it seems almost perverse to be weakening the university research capacity in education.

5. Clearly UDEs are not the only resource in research expertise in England. Many other organisations, including governmental, independent and third sector bodies play an important part, but in our view the UDEs have a very distinctive contribution to make through their blending of professional and research expertise.

6. The quality of British educational research is internationally recognised as being among the best in the world and there are now many examples, including in early years provision, formative assessment, the use of new technologies in education and links between education and the economy, in which UK research has led the field worldwide. If we wish to continue to be a world-leading player in these globally competitive times, then educational research in universities needs strong support and investment.

7. Such is BERA's concern about these matters that we have recently established an enquiry into Research and Teacher Education. This is being carried out jointly with the RSA. The inquiry is an outcome from a report authored by a working party jointly established by ERA and by the UCET and chaired by former BERA President, Prof Geoff Whitty. The report, published in 2012 and entitled Prospects for Education Research in Education Departments in Higher Education Institutions in the UK, is available at: <http://www.bera.ac.uk/publications/bera-ucet-report>

8. The Inquiry is commissioning a number of papers on aspects of the relationship between research and teacher education, including the development of research-informed clinical practice, the role research plays in teacher quality and school improvement, the contribution of research to teachers' professional development as well as UK and international comparisons. The Inquiry has recently issued an open call for the submission of evidence (see <http://www.bera.ac.uk/resources/research-and-teacher-education-bera-rsa-inquiry>) The Inquiry's Steering Group is itself submitting a response to your call. We would urge the Select Committee to monitor the outputs from the Inquiry as they are made available over the coming months. The final report is expected to be published early in 2014.

9. Finally, as a British membership organisation, we would draw attention to the uniqueness of the approaches currently being taken in England. Elsewhere in the UK there are serious efforts being made to enhance and develop the role of UDEs (and other subject departments) in teacher education and training. These developments are partly based on evidence drawn from other systems where such approaches appear to be linked with improved pupil outcomes and raised standards.

COLLEGE OF TEACHING

10. In principle BERA strongly supports the creation of a self-governing professional body of this kind, which would be equivalent to colleges in a number of other professions. For our part we would wish to highlight the importance of the development of teaching as a research-based and research-informed profession within such a college.

11. Such a body could best achieve this we believe through becoming an institution that sets out professional standards to be achieved at appropriate stages of development through a teaching career. The college should also play a role in the accreditation of individuals and perhaps also of programmes. The way in which such matters have been taken over by central government increasingly since the 1980s is counter to the growth of teacher professionalism, of the kind we have seen developing in many other commonwealth countries and elsewhere.

12. The creation of a College of Teaching could provide teachers in England with an opportunity to move forward in a distinctive way within the UK. The other three main jurisdictions each have their own General Teaching Council which take on some such functions, but arguably do not have the same level of self-determination for the profession that could be possible under the auspices of a College or Royal College.

July 2013

Written evidence submitted by Gila Tabrizi, Policy Officer, UCU

1. INTRODUCTION

1.1 UCU represents teacher educators working in university and college education departments delivering teacher education at undergraduate and postgraduate level and undertaking education research. Our members are extremely concerned about the newly implemented School Direct training policy which moves responsibility for initial teacher education (ITE) from Higher Education Institutions (HEIs) to schools, undermining the role of education departments in educating our future teachers, providing continuous professional development for existing teachers, and engaging in world class research.

1.2 UCU is worried that teacher education in HEIs is at risk because of the uncertainty created by School Direct over the numbers of training places allocated to HEIs and in which subjects. Under School Direct the lead school will be responsible for arranging the education for the student teacher and how it should be delivered, leaving HEIs unable to plan ahead strategically or financially for the demand for their ITE services. The resultant instability in staffing and workloads threatens the viability of continuing with the provision of ITE and subsequently hampers teacher recruitment.

1.3 Simultaneously to the introduction of School Direct, HEIs have lost guaranteed allocations of "core" teacher training places and have to engage in an annual bidding round with the DfE. Although providers rated outstanding by Ofsted had their allocations protected in 2013–14, there is no promise that this protection will continue. This annual bidding process is destabilising for education departments as again it makes it very difficult to plan for the long term.

1.4 IF HEIs withdraw from offering teacher education because of this uncertainty UCU believes this will provide a weaker teacher education model for new trainees, impede provision of CPD for existing teachers, and remove the possibility of taking Masters level education qualifications and doctoral and post-doctoral education research.

2. THE IMPORTANCE OF HIGHER EDUCATION IN TEACHER EDUCATION

2.1 Teaching is an intellectual profession, not merely a craft. HE based ITE courses already involve working in partnership with schools and therefore students spend a significant amount of time in a school setting learning to teach in a practice environment. This acknowledges that fully rounded teacher education cannot happen without practical experience, but training through practical experience alone risks producing teachers who can only work well in one setting. This constrains their ability to teach in different types of schools to diverse pupil cohorts as well as their potential to develop professionally throughout their career and adapt their teaching to changing times and technologies. UCU does not believe it is right that public subsidy should go into training teachers who are not equipped to teach across the full range of publicly funded schools. Similarly we do not believe it is right that student teachers on School Direct can be charged up to £9,000 in tuition fees when the award of a PGCE is not mandatory on this route. The PGCE provides an internationally recognised, portable academic award and this should be at the core of all training for our next generation of outstanding teachers who ought to be in a position to seek employment at any school in order to fulfil personal and professional development.

2.2 Necessary to sustain excellent teaching are a theoretical and professional knowledge of education, an understanding of how children learn including the development of critical thinking skills, problem solving and collaborative working; alongside an expert knowledge of subject discipline. A teacher needs an understanding of all aspects of child development to recognise and analyse educational needs and adapt their teaching practice accordingly. Theories of learning are also important across all phases of education as they enable beginning teachers to develop principles that will form the basis of their pedagogy. Many HEI departments are also involved in training teachers for the post-compulsory sector and the consequent effect of their closure or reduction in their offer will adversely impact adult teaching and learning too, a fact that seems utterly neglected by the current policy direction.

2.3 UCU contends that school direct type training is less effective than the partnership working between schools and HEIs that has been a feature of the very best teacher education established in England over a number of years. In 2010, 94% of HEI led programmes were rated good or better by Ofsted with 47% rated outstanding. This partnership experience enables student teachers to reflect on theories of learning by making links with pedagogy on the ground, in a range of school settings through placements. Now the policy is encouraging schools and HEIs to compete against each other for places, undermining these partnerships that have been operating successfully. The more HEI education departments are destabilised and placed at risk of closure through this competitive model, the more will withdraw completely from working in partnership with schools in whatever form. Thus HEI led, School Direct and Teach First training will all suffer detriment.

2.4 The HE sector provides the leadership in high quality specialist training for teaching, not just for HEI led programmes but also through its contribution to Teach First and School Direct. Any risk to the future of the sector diminishes the high quality specialist training available through all ITE routes. Schools also do not have the experience or expertise of the HE sector in providing Masters level programmes or helping students in need of extra support during their programme.

3. EDUCATION RESEARCH AND CPD

3.1 HEI education departments undertake education research and develop CPD courses for in-service teachers. Participation in a research environment not only enables pre-service and in-service training to be founded upon the most up-to-date, cutting edge research, it also allows student teachers to have exposure to the critical inquiry and debate that research engenders and to incorporate that into their learning and practice. This is key to developing the highest possible quality teaching. Student teachers also benefit enormously from becoming active participants in a community of learners where they can share ideas, practice and receive peer support, a community which is lost in the School Direct model.

3.2 If we lose our education departments in HEIs we lose this research base and the evidence-based practice it supports. Current government education policy is heavily reformative and its successful implementation will require high quality CPD provision. The government has repeatedly stated a desire to introduce rigour into the examinations system and proposed a series of reforms to A Levels and GCSEs which will require existing teachers being trained to deliver the newly required standards. But if CPD provision is limited due to education departments closing or downsizing, how will this support for teaching and learning occur? By increasing school-led training, the infrastructure in HEIs that will be required to deliver the new curriculums and prepare children for the new exams is being dismantled.

4. CONCLUSION

4.1 UCU calls for a halt to the rapid expansion of School Direct and a return to evidence based rather ideologically based teacher education policy. HEIs will only be able to offer good quality ITE if allocated core PGCE places are protected. We would like to see stability and certainty restored to HEI education departments and an end to the denigration of the academic and theoretical facets of teacher education that are actually

central to producing professional, effective teachers capable of delivering an outstanding education to our young people.

July 2013

Written evidence submitted by the National Union of Teachers

1. The National Union of Teachers (NUT) welcomes the opportunity to submit evidence to the Select Committee's inquiry.

SCHOOL DIRECT

2. The NUT has always supported policies which offer a range of training options for those wishing to enter the teaching profession, as long as every route provides the same high quality experience for trainees. Whilst there are certainly strengths to employment-based ITE routes, the NUT has a number of concerns about the School Direct programme.

3. There is concern that teacher trainees' entitlement to a balance of theory and practice is not sufficient to produce high quality teachers. In high performing countries theoretical studies, especially about child development and pedagogy, are seen as central to the professionalism of teachers and there is much more balance between time spent on this and on teaching practice.

4. School Direct training can offer QTS and/or a PGCE academic award. There is anecdotal evidence to suggest that some schools have opted for QTS only as it is a cheaper option for them. This is important, and not only if a trainee subsequently wants to teach abroad, as QTS-only awards are not considered sufficiently rigorous to be recognised as a teaching qualification in a number of countries. How can this programme be considered an improvement on existing ITE provision if those who successfully complete it may not be recognised as qualified teachers in some parts of the world?

5. School Direct (Salaried) trainees' are not supernumerary, unlike the Graduate Teacher Programme, which means it is up to individual trainees to negotiate with schools on what may be involved in a particular training post. How can we be confident that all trainees will receive a comparable quality experience when training and why have the protections that applied to GTP trainees not been continued for this new scheme?

6. Much has been made in the publicity for School Direct that trainees will be employed by the school after being awarded QTS. However, this remains only a DfE "expectation" rather than a guarantee. As the decision to employ an NQT lies with individual schools, it is not for the DfE to promise that this ITE route will result in employment. Circumstances change and not all schools will be able to say with absolute certainty that there will be a specific vacancy at the end of the year. It is likely that where employment is offered, it would be on a one year basis only, with the NQT completing their induction year whilst a new trainee is working towards QTS, causing unhelpful staffing "churn" and instability within schools.

7. Although much has been made of the level of interest in School Direct, the DfE is unable to provide exact figures on recruitment, as it does not require schools to confirm places offered, unlike HEIs. It also seems unable to differentiate between multiple applications by applicants. It may be that there are significant vacancies in key subject areas which will be unknown until the new academic year starts later this year, vacancies to which HEI-based PGCE courses could have recruited. This may subsequently lead to shortages of new teachers in some subjects/areas.

COLLEGE OF TEACHING

8. Morale in the teaching profession is at dangerously low levels. This is reflected starkly in the results of an NUT-commissioned You Gov survey that was published at the turn of 2013. This saw more than half (55%) of teachers describing their morale as low or very low, an increase of 13% since a teachers were asked the same question in April 2012. The survey also found 69% of teachers reporting a decline in their morale since the last General Election.

9. In this context it is hardly surprising that there has been renewed interest in the establishment of a College of Teaching to add its voice to those of the NUT and other unions, calling for renewed faith in and promotion of the professional autonomy of teachers.

10. At a preliminary meeting convened by the Princes Teaching Institute in September 2012, there was broad agreement that such a body could make a significant contribution to the interests of the teaching profession and the education system by promoting professional development, encouraging the use of evidence to inform education policy and assisting with the translation of research into classroom practice.

11. More contentious were questions such as whether registration should be compulsory. Linked to that is the vexed question of the charging of fees, particularly at a time when teachers are suffering financially on so many fronts, and appreciation that the College's success would depend upon participation being attractive to teachers. Also important is a recognition of the history of representation of the profession through the teacher

organisations, and for the College to find a meaningful unique role even though there may be interests and views in common.

12. As thinking around the College's remit is developed and refined, it will be interesting to consider whether it could embody the principle of teacher self-regulation, with the task of regulatory functions being carried out by those who have the specialised knowledge necessary to do the job.

13. The NUT believes that the College must have two underlying objectives. Firstly, the College should use every opportunity to emphasise the professionalism of teachers. In particular, it should advocate the ability of teachers to exercise their professional judgement in teaching and learning activities and the need for assessment and school accountability mechanisms to be based on trust in the profession.

14. Secondly, it should advocate for a career-long entitlement to high-quality professional learning opportunities for all teachers, including supply teachers. It is through an entitlement to CPD, which is integral to a teacher's work, and not additional to teachers' workloads, that teachers' enthusiasm and commitment to teaching can be enhanced. Such an approach would reduce also the still unacceptably high rate of teacher turnover and loss to the profession.

15. The College could have a particular role in facilitating access to and promoting engagement in research for teachers. Although widely acknowledged as an important lever in improving teaching and learning, since the abolition of the General Teaching Council (England), no national organisation has given practical support for teacher engagement in and/or with educational research.

16. The NUT has a long history of campaigning for professional autonomy. We are keen to discuss these questions and more and to participate in exploratory steps towards a College of Teaching. The NUT is currently preparing a detailed response to the formal consultation on the College and would be happy to share this with the Committee once it has been finalised.

July 2013

Further written evidence submitted by the National Union of Teachers

1. The National Union of Teachers (NUT) welcomes the opportunity to submit evidence to the Select Committee's inquiry. The submission will consider the recruitment process from both the applicant and school perspective, in addition to its implications for the national supply of teachers.

APPLICANT PERSPECTIVE

2. Currently the recruitment process for those wishing to train to be a teacher as part of School Direct is not user friendly and requires considerably more time and effort than the equivalent process for the PGCE route. First, applicants have to navigate the National College for Teaching and Leadership (NCTL) website and search for individual suitable schools which offer the subject or phase they are interested in. This is particularly difficult for those wishing to make a specific modern foreign language application, as the website search facility does not offer choices of language, so applicants must contact each lead school for information on which languages they are offering as part of their School Direct programme for that year.

3. Each school has different application deadlines and processes, just as they have differently structured training programmes. Not all of this information is readily available on school websites. Potential applicants therefore have to spend considerable time and effort in finding out basic information before deciding whether to make an application.

4. This compares poorly to the Graduate Teacher Training Registry (GTTR), which has a very straightforward and comprehensive search facility. For example, it covers all areas of the country, all types of courses and has filters which facilitate searches by type of course, including course requirements and part time/full time basis. Especially important is the filter which distinguishes between courses which lead to a professional graduate or postgraduate (PGCE) award: the significance of this is referred to only once on the School Direct website, in a general article on the programme, so applicants may be unaware that a School Direct place would not fulfil their requirements.

5. The NCTL website does include a list of providers, both commercial and Higher Education institutions (HEIs), with whom the school works. Sometimes schools work with more than one provider, particularly in relation to secondary specialist subjects. Applicants therefore have a considerable amount of research to do on the accredited provider element of their training, with the additional difficulty that different information and data is publically available for each type of provider, making comparisons between them problematic.

6. For training places advertised by Teaching Schools and other school partnerships, applicants do not necessarily know in which school they will actually be based. Not all lead schools include the contact details of the other schools in their partnership on the NCTL website. Lead and partner schools may or may not be geographically close, as extended or "virtual" school partnerships have been encouraged, especially outside the major conurbations.

7. A maximum of three applications can be made at any one time, compared to four via the GTTR for the PGCE route. Candidates have to submit a personal statement to support their application. The NCTL website offers an “application form assistant tool”, which it directs candidates to use. Unfortunately—and inexplicably—this is relevant only to those applying for PGCE places. In contrast, the GTTR website contains an extensive range of support materials for applicants, with telephone helpline back up. Unlike School Direct, GTTR registered applicants can use a tracking system to monitor the progress of their applications.

SCHOOL PERSPECTIVE

8. There is considerable bureaucracy involved in School Direct registration and application for places, which lead schools must undertake on behalf of all the schools in any form of ITT partnership. One of the most difficult aspects of the process is the ability to predict accurately future employment needs to determine the number and type of places to request, whether individually or across the partnership. The current arrangements give schools one month only to complete the process. There is no central mechanism for checking if schools’ predictions and requests for places are realistic. There is, however, little required from schools in the way of data submission on the recruitment process. Unlike providers registered through the GTTR, there are minimal data collection requirements. School Direct vacancies do not have to be regularly up-dated, for example.

9. Because of the flexibility inherent in School Direct, schools also have to come to agreement about a wide range of matters, all of which can be time consuming. Essential matters to research, discuss and agree upon include the type of training to be offered, whether to offer a PGCE or Masters level credits in addition to QTS; how much training schools will deliver themselves; and which accredited partner to work with. These decisions might relate to all courses to be offered or be made for each individual subject specialism. The lead school also has responsibility for checking the suitability and capability of partnership schools to participate in School Direct, including schools in special measures. This is another considerable burden placed on schools, which may also lead to significant variations in quality of provision offered.

10. As noted above, with so much variation and so little information available centrally, schools may find themselves bombarded with requests from potential applicants for information about various aspects of their School Direct offer. A cursory glance at web forums such as the Student Room and Times Educational Supplement show that many of this year’s applicants were frustrated by both lack of information posted on school websites and the amount of time it took schools to respond to their queries.

11. Schools are also responsible for promoting their own School Direct vacancies, which could entail considerable work and is not cost-neutral. It is interesting to note that, in the FAQ section of the NCTL website, it says that schools are not required to advertise posts externally, so it may be that some schools use recruitment methods which may not give all potential applicants equality of opportunity. Given the responsibility schools have for promotion, it is a little odd that the NCTL, which has responsibility for all ITT routes, should decide to email PGCE applicants registered with the GTTR this year and ask them to consider opting for School Direct instead.

12. The DfE has given schools involved in School Direct a clear message that they should focus on recruiting graduates with a 2:1 degree or above. Anecdotal evidence suggests that schools have taken this message seriously and have rejected applicants with lower degrees. Whilst important, degree classification is not the only or even best way to identify a potential good teacher—personal characteristics have a large part to play too. HEIs have always tended to look beyond degree classification when recruiting PGCE candidates: with the advent of School Direct, however, they may now find that only those with 2:2 or below degrees apply to them.

IMPLICATIONS OF CURRENT SCHOOL DIRECT SYSTEM

13. As expressed in our submission to the “Great Teachers” inquiry, although much has been made of the level of interest in School Direct, the DfE is unable to provide exact figures on recruitment, as it does not require schools to confirm places offered, unlike HEIs via the GTTR. It also seems unable to differentiate between multiple applications by applicants. It may be that there are significant vacancies in key subject areas which will be unknown until the new academic year starts, vacancies to which HEI-based PGCE courses could have recruited. This may subsequently lead to teacher shortages in some subjects/areas. It also makes any kind of national teacher supply modelling or planning impossible.

14. It is perhaps fortunate that School Direct was launched at a time when secondary pupil numbers are falling, thus mitigating demand for secondary subject specialist teachers. In the primary sector, however, pupil numbers are predicted to continue to rise until the end of the decade. It is extremely risky for the Government to seek to replace a system of ITT which worked with a new school-based model, where primary schools have the least capacity to train the quantity of new teachers needed in the sector.

Written evidence submitted by University of Exeter, Graduate School of Education

1. Is your university offering School Direct places (in 2012–13 and/or 2013–14) and what has been your experience to date? Or, if you decided not to participate do you have any comments on why you are not participating?

We are working in partnership with 11 lead schools who currently hold 29 allocated places for 2013–14 from the National College for Teaching and Leadership.

Many of the schools have requested just one training place; none has asked for more than six. Some schools see the School Direct (SD) salaried training route as an alternative to the Graduate Teacher Programme (GTP) and are using it to train existing Teaching Assistants.

The number and quality of applications for SD places has been generally lower than for our existing PGCE provision. Some schools have struggled to recruit for SD places (even when the offer includes full engagement with the University taught PGCE course).

Schools are not prepared to guarantee to employ their SD trainees. They interpret the expectation of employment as “guaranteeing an interview” rather than recruiting applicants now for a training place in 2013–14 that includes a pre-determined post within the school or alliance in September 2014.

Schools are not necessarily requesting SD places in subjects for which they most need to employ teachers. They are being allowed by the National College to change their subject allocation if they find it difficult to recruit to their original allocation. This leads to two issues: firstly a reduced number of shortage-subject trainees overall; and secondly a potential surfeit of non-shortage subject trainees entering the employment market at the end of their course (given the above lack of employment guarantee). Physics is an example of this: our SD schools wanted, between them, three physics trainees. One school has changed their allocation to English and the two others have handed their places back, having found recruitment too difficult. This does not bode well for local or national supplies of physics teachers. Some schools have had to draw on the university’s recruiting power: for example, in English, our final PGCE interview slot in July is being shared with a SD school that has been unable to recruit so far and hopes to tap in to suitable applicants we do not select on the day.

Our partnership schools feel strongly pressurized by the National College into recruiting SD trainees even though they are very satisfied with the more traditional PGCE route into teaching that is offered by our school-university partnership in the long-established and outstanding (as judged by Ofsted) primary and secondary PGCE programmes.

Schools do not have the administrative infrastructure available to recruit over holiday periods for unfilled SD places.

The administrative load for the university has increased in all areas: following up enquiries and contacts; providing school support; managing applications; tracking offers; designing and negotiating individual partnership agreements. The new GTTR application arrangements for next year are not going to decrease the amount of work for the university related to SD applications.

Changes to the ways in which the SD salaried programme is going to be funded were made at a very late stage, with partnership agreements having to be renegotiated, which is undesirable for all.

Schools are not experts in teacher training and so rely heavily on providers to guide them through the recruitment process and to design the training programme with them, taking into account all the ITT Criteria that are required. Since the design of SD training programmes is on an individual basis, school-by-school, it is a very inefficient way of organizing effective teacher training.

Schools have some excellent ideas about the experiences that they wish to offer trainees, but appear to overlook the need to turn these proposed experiences into training opportunities. Schools have not ‘led’ SD; they expect the university to take the lead. For example, schools have asked for subject knowledge audits and subject handbooks. This raises questions about the long-term sustainability of SD, if university teacher education departments continue to close.

2. What knock-on impact, if any, has the introduction of School Direct had on your other teacher training provision?

The SD programme is resulting in less capacity for our overall teacher training provision. Schools have shown reluctance to offer placements for our PGCE courses because they, rightly, appreciate that recruiting and training new teachers in a school-based programme is going to be very time consuming. Not only do they not offer placements in the SD subjects where they hope to recruit a teacher (see the physics example above, which failed to recruit), but they also reduce their overall number of PGCE placements across all subjects in order to have more teachers’ time available to provide training for a small number of SD trainees working in the school.

If the SD programme expands rapidly, as the National College intends it to do, then there will be a further marked reduction in the number of placements offered by schools for our existing PGCE courses.

3. *Are there any particular points we should have in mind in making an evidence submission from the RG to the Select Committee?*

For many years, “outstanding” providers have been responsive to school needs and desires by ensuring that schools are actively involved in designing appropriate courses; in recruitment and selection; in training; and in coaching and mentoring. The creation of the SD programme implies that there is a disconnection between schools and HEIs. This is not the case in our experience.

Gone are the days when universities “did the theory” and schools “did the real work of teaching practice”. Theory and practice have to be, and are currently, well integrated within PGCE programmes. This promotes the development of outstanding and reflective new teachers who can have a real impact on pupil progress. SD puts this at risk by suggesting that it is possible to separate practice and theory, thus creating new teachers who can copy other teachers but are neither able to interrogate and apply theory in a practical situation nor to alter their practice as a result of critical reflection on outcomes to ensure maximum pupil progress.

In the context of SD programmes, we are concerned that the quality assurance role of the university, including the accountability for Ofsted inspections of initial teacher training, has to be undertaken in a situation where implementation of the training rests mainly or entirely with the schools. The role of the university in SD programmes is shifting away from that of the overall accountable provider in a teacher training partnership towards that of mere accreditation of school-based training. The school has become “de facto” the provider of training, with the university in an advisory role, but accountable for the outcomes of any Ofsted inspection. Some schools will rise to the challenge and provide excellent training; others will find it hard to match the quality of an outstanding university-school training partnership. Because Ofsted inspections link together all university provision of teacher training, the inclusion of SD in the “mix” increases the risk of failing to maintain an outstanding level of provision judged over all the programmes offered by the university. This is a worrying development.

We are clear that Government policy is driving school-based training to become a major route into teaching. We are fully committed to engage with SD, but have deep and significant reservations about the impact of SD on the quality of and capacity for teacher training, the sustainability of the SD programme, and the long-term outcomes for the teaching profession.

We are very dubious about the wisdom of rushing to recruit larger numbers of SD trainees in more schools over a short timescale. Give the range and complexity of the issues (both administrative and academic) it would be better to allow the system time to get this style of provision right before increasing the scale of our involvement dramatically.

July 2013

Written evidence submitted by the Association of School and College Leaders

INTRODUCTION

1. The Association of School and College Leaders (ASCL) represents over 17,000 heads, principals, deputies, vice-principals, assistant heads, business managers and other senior staff of maintained and independent schools and colleges throughout the UK. ASCL has members in more than 90% of secondary schools and colleges of all types, responsible for the education of more than four million young people. This places the association in a unique position to consider this issue from the viewpoint of the leaders of secondary schools and of colleges.

2. ASCL welcomes the intention behind the School Direct programme. Just as hospitals take a leading role in the training of the next generation of doctors and nurses, it makes strong sense for schools to be at the forefront of preparing applicants to the teaching profession. School Direct offers an opportunity to link theory to practice by giving entrants to the profession early experience of working in school and the opportunity to learn from outstanding teachers.

3. We also welcome the opportunity that School Direct provides for direct recruitment. We recognise the intention to link planned future need to the recruitment of staff, giving schools the opportunity to oversee the development of staff at an early stage. The opportunity to customise training in order to respond to the specific needs of the school is potentially very helpful.

4. For all of the reasons above, our concerns about School Direct relate to the implementation of the scheme, rather than the concept behind it. There is however a danger that operational flaws will undermine the whole scheme and leave the nation with a supply of teachers that is not sufficient to respond to future demand. Our concerns are set out in the sections below.

REGIONAL VARIATIONS IN RECRUITMENT

5. ASCL members in some parts of the country report difficulties in filling School Direct places. Schools report that many applicants lack the necessary qualifications, offering 2:2 or third class degrees. Indeed, in some cases applicants have lacked even GCSE qualifications in mathematics and English. In some areas recruitment has been very slow with allocated places being unfilled both in shortage subjects such as

mathematics and physics and also in areas such as history which have traditionally been easier to fill. Additionally, applicants are often qualified in relatively obscure subjects that did not relate clearly to the national curriculum. However, the pattern is not consistent.

6. Two regional case studies illustrate this inconsistent picture. A School Direct consortium in the South East had 23 places which it sought to fill through adverts in the local newspaper, information and briefing evenings and days which offered direct experience of working in the school. Despite all this the overall quality of applicants was poor and numbers were sparse. Overall, the consortium has been able to fill only eight of its 23 places (with two of these successful applicants coming at a late stage). The higher education partners for the consortium report a similar picture across the region.

7. In the West Midlands a School Direct consortium followed a similar set of strategies to attract applicants for its 18 places. Whilst a number of poorly qualified applicants came forward, there were also a reasonable number of suitably qualified applicants. As a result the consortium has been able to fill 16 of its 18 places.

8. In the light of this variation, our anxiety is that the lack of an over-arching strategy for teacher recruitment will lead to shortages in areas where recruitment to School Direct has been more challenging. Whilst headline figures suggest that large numbers of candidates apply for School Direct, in reality many applicants are eliminated at an initial stage by virtue of their poor qualifications.

BUREAUCRACY

9. Many of those involved in School Direct have raised concerns about the cumbersome nature of the scheme and referring to needless “red tape” at all stages of the process. Candidates apply through the Teaching Agency, which passes on applications to the higher education institution (HEI) for an initial sift, which then passes to the teaching school or lead school, which then sends applications to interested schools, which then go back to the teaching school, which then gets applications checked in greater detail by the HEI ... and so it continues for some time. Delays within this convoluted process mean that it can be 2–3 months before applications actually reach the lead school. There have been assurances that the new UCAS-led application process will improve matters, but only time will tell if this is actually the case.

10. Other concerns focus upon long drawn-out interviews that can cover several months and long delays before applicants can be accepted onto the scheme. All of this combines to make the process needlessly complex and likely to deter potential applicants. Many consortia have managed to overcome these barriers to make the scheme work, but this has been done despite the bureaucracy, not because of it.

DIFFICULTIES IN PREDICTING FUTURE NEED

11. Those participating in School Direct have to predict likely recruitment needs up to two years in advance. Estimates made in this way can be very close to guesswork and so make it more likely that recruitment will focus upon the wrong areas. A simplification of the process with a less drawn out application period would enable schools to provide a sharper and more accurate estimation of need and so improve the workings of the scheme.

THE ROLE OF UNIVERSITIES IN TEACHER TRAINING

12. Some comments on the role of universities have focused upon an outdated model of study which assumes that candidates are prepared for teaching through a diet of lectures and tutorials. In reality almost all HEIs moved some time ago to a model that focused upon classroom based learning, with considerable amounts of training being delivered by serving school leaders and teachers. Hence School Direct has not involved a radical departure for most HEIs, with many students being integrated into existing PGCE courses. However, there is a danger that the growth of School Direct will lead to the closure of many faculties of education and that trainee teachers will not be able to engage through them with the latest research into what constitutes effective teaching and learning. Trainee teachers do need a high degree of confidence in the classroom, but they should also access the best and most recent research and develop the academic skills that will enable them to make continuing use of research throughout their careers.

DIFFERING ATTITUDES TO SCHOOL DIRECT AMONGST HIGHER EDUCATION INSTITUTIONS

13. Some HEIs have a “can do” approach and make the new system work well, others are more cautious and view with suspicion a scheme which they see as threatening their existing role in initial teacher training. If a school is in an area that has a wide choice of HEIs this is less important. However, if a school is in an area where effectively there is only one HEI that they can work with, its attitude to School Direct becomes crucial.

14. Different attitudes are sometimes reflected in different costs, as illustrated by the amounts charged by three HEIs in the West Midlands for a salaried School Direct place:

- University A: £3,600 (including masters level study).
- University B: £3,400 (but candidates later discover that they have to put in £2,000 of their own money if they want masters accreditation).

- University C: £8,000 (but schools only discover this after they have signed up to work with them).

15. These variations in costs mean that schools have to put in varying amounts to top up the costs of salaried School Direct places. Similarly, variations in HEI costs lead to some applicants feeling that they have been misled by publicity which focuses upon generous scholarships. In some cases a large part of the scholarship then goes to the HEI in fees.

EMPLOYMENT

16. Promises about jobs at the end of the course may not be kept for a variety of reasons, not least the legal requirement to have a fair and transparent interview process for each vacancy. Once again, schools are concerned that the publicity accompanying School Direct may create the misleading impression that a job is guaranteed at the end of the course. Whilst many are successfully securing posts, it certainly cannot be guaranteed that everyone entering the scheme will go on to secure employment. A simple change of wording would address this issue, with applicants being told that there was a ‘likelihood’ of employment rather than an absolute entitlement.

17. The scheme offers an ideal opportunity for schools to train talented support staff as teachers. However, at present schools are not allowed to “ earmark ” for recruitment an applicant who has been a Teaching Assistant or Unqualified Teacher within their own school.

SCHOOL DIRECT STATISTICS

18. Data collection about successful applicants for the scheme focuses only upon the number of applicants with 2:1 degrees and above. Hence those with a 2:2 and below who apply are disregarded, presenting a misleading impression of the calibre of those who are applying to the scheme. Schools also report inaccurate centralised data collection, with consortia being shown as filling places that they have actually “ returned ” to the system because of difficulties in recruitment.

CONCLUSION

19. ASCL welcomes the potential benefits of School Direct, but we are concerned by the significant operational problems outlined in this paper. In particular, we are anxious that uneven patterns of recruitment may create potential shortages in particular subjects or geographical regions over the coming years. It remains our view that there is a need for an over-arching strategy for teacher recruitment which analyses emerging patterns and seeks to address any potential shortages that might arise.

20. I hope that this is of value to your inquiry, ASCL is willing to be further consulted and to assist in any way that it can.

July 2013

Further written evidence submitted by the Association of School and College Leaders

INTRODUCTION

1. The Association of School and College Leaders (ASCL) represents over 17,000 heads, principals, deputies, vice-principals, assistant heads, business managers and other senior staff of maintained and independent schools and colleges throughout the UK. ASCL has members in more than 90% of secondary schools and colleges of all types, responsible for the education of more than four million young people. This places the association in a unique position to consider this issue from the viewpoint of the leaders of secondary schools and of colleges.

2. ASCL has always believed that teachers, like other professionals, need an independent professional body. For many years we campaigned for a General Teaching Council and, whilst we would have strongly supported significant changes to the remit and operation of the now defunct General Teaching Council for England, we viewed its abolition as a retrograde step. For this reason we support the movement towards the establishment of a College of Teaching and welcome both the opportunity to engage in the debate about its precise nature and function and this inquiry as an important contribution to that.

3. An article by ASCL General Secretary Brian Lightman in the recent publication “Towards a Royal College of Teaching”³³ sets out the association’s position in more detail.

4. ASCL welcomes the vision for the College of Teaching outlined in the discussion document issued by the College of Teaching Commission earlier this year. In particular we support the emphasis upon:

- a clear moral purpose rooted in developing educational opportunities for all students;
- developing the status of the profession;
- evidence based policy and practice; and

³³ Towards a Royal College of Teaching 2013 Royal College of Surgeons ISBN 978-1-904096-22-1, p78

- giving teachers rather than politicians the central voice in establishing standards, values and classroom practice.

5. In ASCL's view an effective College of Teaching would display the following characteristics. It should:

- be self-regulating to exacting standards, attractive and oversubscribed, bringing in the highest quality of entrants in terms of qualifications and skills;
- promote, develop and champion the very best evidence based practice in subject knowledge, pedagogy and assessment;
- be in control of professional duties such as curriculum planning, methodology and in-service training, underpinned by a rigorous qualifications system to promote attractive career progression for the best teachers;
- maintain, as part of rigorous self-regulation as well as professional reflection, an Ethics Committee to which issues of concern for the development, regulation or public understanding of teaching may be referred so that the profession may be guided in its moral purpose by the best ethical principles;
- enjoy high levels of autonomy and self-regulation, whilst embracing full acceptance of its public accountability; and
- be highly respected by the public and government.

6. ASCL supports the development of a role for the College of Teaching in defining and regulating the highest professional standards. In an increasingly fragmented and autonomous education system there is a risk that wide variations in the quality of provision can develop if there is no coherent framework of professional standards and expectations. Similarly, we welcome its potential role in communicating the latest research into effective teaching and in capturing and sharing effective practice that is having a demonstrable impact upon student learning. We would hope that in this role the College of Teaching would act as a bridge between recent and relevant educational research and the profession. However, we would not wish to lose the important work already undertaken in this area by the National College of Teaching and Leadership.

7. ASCL strongly welcomes the intention that the college should:

- curate research;
- share knowledge; and
- provide forums for teachers.

8. There is a strong feeling within the profession that educational policy is excessively influenced by ideas and political whims that have not been fully tested, and which then go on to be discarded when there is a change of government or a ministerial reshuffle because they prove to be unworkable in practice. Hence there is a role for the College in acting as a robust critical friend to new policy initiatives in order to test their efficacy in the light of current research and practice. However, this role could only be undertaken if there was a reasonable likelihood that the voice of the college would be listened to. Hence, in addition to many other groups, the government needs to be clear in outlining the status and credibility that it would attach to the College of Teaching. This would suggest that legislation would need to underpin the remit of such a body.

9. ASCL would welcome the college seeking to influence policy through evidence based proposals relating to curriculum, assessment and inspection. For example, ASCL believes that significantly more could currently be done to learn from effective international practice in areas such as curriculum and inspection. The College could also profitably research the inter-relationship between these areas. For example, many countries that perform highly in PISA tests also have inspection systems which are very different from those that currently exist in England. By seeking to articulate a fuller and more rounded understanding of what "excellence" means and how our system can move towards it, the College could perform a hugely valuable service to the nation.

10. ASCL welcomes the focus upon support and professional development that is contained within the proposals. In principle the concept that "juniors receive more and seniors give more" seems a strong one. However, we feel that existing structures for providing mentoring should be integrated into this structure rather than being simply discarded. Schemes as diverse as "Future Leaders", "The Improving and Outstanding Teacher Programme" and "Professional Partners" have all relied upon significant elements of mentoring, and it is important to harness this existing expertise in any new arrangements that emerge.

11. The proposals include a number of tiers of membership and qualifications. The principle of undertaking a series of steps in order to achieve the status of fellow has a logical coherence. However, we are concerned by similarities to the Teaching and Learning Academy which was operated by the General Teaching Council. Whilst this scheme also had many strengths, it foundered because it became just one more source of professional learning amongst a myriad of other schemes. It was also perceived as bureaucratic and unable to accredit prior learning from other providers. If these problems are not to be repeated the certification process will need to:

- be easy to access;
- have a high value to members of the profession;
- be able to accredit relevant prior learning; and

- be fully integrated into a coherent framework for the professional development of teachers at all stages of their careers.

12. The recommended governance structure would ensure wide accountability and the involvement of a wide range of different stakeholders. Nevertheless it will be essential to ensure that the structure does not become overly bureaucratic or costly. In seeking to develop these proposals further, we suggest that the College should focus upon:

- Exploring how time could be made available for “ordinary” teachers and school leaders to take part in governance functions. If membership of the Board is seen as excessively time consuming or bureaucratic, it is likely to lose the broad appeal which its democratic function requires.
- Providing greater clarity about “appointed non-executives” who are to be “independent people from non-educational professions”. A clearer explanation is required as to the role which these non-executives would play and the College needs to outline how many of them there would be and how and by whom they would be selected. If, for example, the Board was perceived as being dominated by representatives from outside education, its credibility would be fundamentally undermined.
- Examining how the democratic identity of the Board can be protected. It is important that members of the Board are seen as representative of the profession as a whole rather than certain sectional groups. For this reason it is crucial that a wide cross-section of the profession takes part in elections. The General Teaching Council struggled with this issue and it is important that the College of Teaching seeks to develop a broad democratic mandate if it is to secure the support of the whole profession.

13. With regard to the question of compulsory membership the view of ASCL is that the development of the College of Teaching cannot be imposed on the profession by government or by any other constituency. For this reason compulsory membership would not be realistic and would risk stifling the new institution before it had a chance to develop. It may be that at a future point a consensus emerges that membership of the college is so beneficial that it should become automatic, but until we reach that point any attempt to impose an automatic membership would be likely to be highly counter-productive.

14. That raises the question of whether teachers would in fact join the College of Teaching and be willing to pay its fees. In order for the college to be independent it needs to be funded by its members rather than seeking a grant from central government. However, we are concerned that funding proved to be a major stumbling-block to the General Teaching Council and anxious that the same problems are not faced by the College of Teaching. Organisations such as the General Medical Council have access to significant historical endowments which can be used to support member subscriptions. It is likely to prove a challenge to persuade significant numbers of teachers to pay the required subscription, especially at first. Given the current period of austerity, increased pension contributions and a pay freeze, even associate membership might prove a struggle for many. For similar reasons, whilst we do not think that the costs of certification are unreasonable in principle, we are concerned about who would actually pay these costs. We do not think that it is reasonable to pass them on to college members and struggle to see how employers could meet these costs in a period of tight budgetary controls. In our view this is likely to be a major barrier to the development of a college at this time. So in order to have a sustainable future the college is likely to need some start-up funding from central government or elsewhere.

15. The willingness of college members to mentor and certify other teachers, and the willingness of employers to release them for this work, will vary depending upon local context. For example, a school facing a deficit budget, or with a college member teaching in a department adversely affected by staffing problems, would be less willing to release. Similarly, institutions might be more willing to release staff if only relatively small numbers of teachers were involved; but if a particular school or college had several staff wishing to undertake this role, potential disruption would obviously be more significant.

16. Whilst it is possible that college members and fellows would be willing to certify others without financial compensation, we wonder if it is wise to base the new college on this assumption. Other forms of school-to-school support are now commonly associated with some form of remuneration. For example, those undertaking Specialist Leader of Education roles are commonly offered a fee for their work which is either paid directly to them or to their school, depending upon when the work takes place and what it involves. If the College of Teaching is to establish a distinctive, high status role, then expecting members to give their time and talents for free may not be the ideal way to achieve this.

17. This highlights the need for this proposal to be considered alongside other current developments and systems and not in isolation. The proposals need to be progressed in consultation with the Department for Education (DfE) in order to avoid overlap and to put in place a strategy which is compatible with a vision for the development of the whole education service which is shared between the profession, the public and policymakers. Work needs to be done to establish such a shared vision, and ASCL remains willing to assist with that.

Written evidence submitted by the University of Oxford, Department of Education

INTRODUCTION

1. The Department of Education at the University of Oxford (OUDE) has an outstanding record both in educational research and in teacher education. In the 2008 Research Assessment Exercise, Oxford University was the only HEI to return all of its eligible staff to the Education Unit of Assessment and the work submitted was judged to be at the highest level of quality in the UK. The PGCE programme for intending secondary teachers in seven subjects was established as the groundbreaking internship scheme in the late 1980s and has influenced policy and practice in initial teacher education across the country and internationally. It is a school-based model of teacher education and is run by a partnership consisting of approximately thirty secondary schools and the Department. Its current Ofsted grading is “outstanding”.

SCHOOL DIRECT

2. As longstanding supporters of school-based teacher education, OUDE welcomes some aspects of the School Direct approach; however, there are also several aspects which give rise to concern and we set out both sides of our views in this submission.

3. We are currently working with two consortia of schools on the non-salaried SD scheme and are collaborating on recruiting up to 26 trainees for 2013–14 through this approach. All of these trainees will be integrated into our existing programme, but with additional elements of school-based experience. The commitment to employing SD trainees on successful completion of their programme is an attraction to the trainees as well as to the schools, although it is too early to say whether this part of the scheme will be straightforward to manage—it is always difficult to make long-term predictions of schools’ staffing needs.

4. The major concern we have about SD is that the model of the teacher which underlies this version of a school-led approach is a limited and restricted one that understands teaching as a craft rather than as a profession. This model and its concomitant “apprenticeship” model of learning to teach were set out in the Government’s White Paper *The Importance of Teaching*. The model is in stark contrast to the understanding of the nature of teaching in the 21st Century that is being pursued elsewhere in the UK (eg in the Donaldson Report in Scotland) or in other nations where teaching quality has been recognised as outstanding. The prime example of this is Finland, where entry to teaching is through a programme of five years of study leading to a Master’s degree.

5. At OUDE our PGCE programme has been consistently underpinned by a research perspective and this is recognised by colleagues in schools as being an integral element of the approach which helps to ensure that, on qualification, teachers have developed the understanding and the skills through which to continue their professional development and learning in a systematic and rigorous way. While the SD model does not necessarily exclude these perspectives, there is clearly some risk that these dimensions of teacher preparation will be diminished.

6. On the other hand, it is certainly our intention to strengthen the research element in our programmes, including through our involvement in SD, not least through the introduction of an innovative Education Deanery model—a multi-layered approach to the creation of a professional learning community—between our Department, the wider University and a number of local schools. (At a local level, the Education Deanery shares many aspirations with the College of Teaching—see below.)

7. We have long experience of carrying out recruitment and selection of candidates for ITT in partnership with school staff. The SD model puts the school in the lead for these processes. So far, our experience of this has been satisfactory and many schools have been modelling their approach on their long experience of working with us over many years. We do have concerns, however, that as SD expands, there may be schools which do not have the capacity or experience to carry out these processes effectively.

8. There is a danger that the SD model will lead to beginning teachers having a limited professional experience during their training. This relates not only to the possibility of a reduction in the research underpinning to their learning but also to the reduction of the range of experience in their training. In our current approach to the PGCE, through our partnership with a very wide range of schools, we are able to ensure that every candidate has experience in different settings and can therefore understand the significance of school context and of different approaches taken in different schools.

9. There are also concerns about schools having less experience of marketing for this audience and lacking the resources to undertake effective broadcast marketing. There may not be staff available in schools during the key final recruitment period in late July and August and, perhaps most importantly, schools do not have the incentive to recruit to allocated places that HEI providers have had because they do not have dedicated staff working on ITE. There is also concern about the Government’s lack of intelligence about numbers recruited to SD and their apparently laissez-faire approach to national teacher supply.

10. The new allocations model for ITT places, whilst currently protecting HEI providers with top Ofsted grades, is bringing a new degree of volatility into education departments across the sector. There must be some concern that the accumulated professional experience and research quality that has been developed by many

university departments over many years will be jeopardised through the instability brought into the sector through the new mechanisms.

COLLEGE OF TEACHING

11. We would welcome the creation of a new College of Teaching that can act as a professional body for teachers. The members of the teaching profession in England have had too little opportunity to influence the development of the teaching community over many years, an opportunity that is available to many other professions in England and to teachers in many other jurisdictions.

12. Such a body could take on the future development of professional standards, and be responsible for maintaining those standards within the profession and for recognising their achievement through appropriately accrediting members.

13. The College should lead to the improvement of practice across the profession and ensure that intellectual and academic rigour prevails in the profession, in order to pursue the goals of providing a quality of education for all learners that is outstanding.

July 2013

Written evidence submitted by Canterbury Christ Church University

SUMMARY

This document provides a high level summary of views on the School Direct initiative from Canterbury Christ Church University. The University is working in over 50 partnerships to provide over 300 School Direct places in September 2013. We would be pleased to provide further evidence orally.

1. POSITIVE IMPACTS OF SCHOOL DIRECT

The key positive developments from the introduction of School Direct are as follows:

- A renewed energy and commitment at a whole school level in good and outstanding schools towards the training of good and outstanding teachers.
- Innovative approaches to the recruitment of trainees, including stronger emphasis on encounters with pupils.
- A growing understanding of the complexity of training new teachers, and in particular the value and challenge in combining academic and professional aspects of training.
- A growing commitment amongst Teaching Schools and larger groups/federations/trusts of schools, towards ongoing accredited professional development, and the critical importance of this being part of the offer to new teachers.
- The increasing interest in schools in engaging with research alongside trainee teachers as part of their training.
- Increasing numbers of staff in schools becoming interested in being trained as higher educators, as part of their individual and school commitment to award-bearing ITT.

2. KEY CHALLENGES

Key challenges have been:

- The scale of change and difficulties bedding in the new recruitment processes.
- The lack of understanding in some schools of the length of the recruitment cycle and of the key difference in recruiting teachers with potential as opposed to “the finished article”.
- The lack of accuracy in many schools’ estimation of the number of trainees that they could recruit.
- The lack of clear planning in the way that the recruitment process was set up, which has enabled trainees to hold down multiple offers at the same time and made it very difficult to monitor progress towards targets.
- The explicit favouring in DFE publicity of School Direct as a route into teaching, even including messages to trainees who have accepted offers of PGCE places from providers encouraging them to switch to School Direct.
- The lack of capacity in the TA/NCTL to respond quickly and efficiently to provider and school concerns/queries and issues.

3. KEY RISKS

Key ongoing risks of the approach are:

- The likely under-recruitment of allocated places, which combined with slower and more volatile recruitment to mainstream places is very likely to lead to a shortfall of teachers entering the profession in 2014–15.
- The effect that the speed of change and skewing of the market towards School Direct is having on the capacity of existing good and outstanding providers of ITT, and in turn their ability to plan to support future development in the school sector.
- The risks to quality of training with the introduction of so much rapid change and the loss of expertise in existing providers of ITT.
- The anticipated increased emphasis on the market, as opposed to teacher supply modelling, driving the allocation of numbers and subject places for training.

4. RECOMMENDATIONS

Recommendations:

- Reconsider the scale and pace of movement away from existing provision, in particular the removal of guaranteed allocations to good providers, in order to retain a greater capacity and expertise in the sector to support and quality assure school-led provision.
- Retain the use of teacher supply modelling, including at a regional level, in order to retain a more accurate picture of the recruitment needs nationally than one based on the inaccurate predictions of individual head teachers.
- Work with the outstanding providers to develop a network of support for new provision, to ensure greater quality assurance.
- Reinforce the relationships between schools and universities by introducing the requirement that all teachers work towards Masters level academic accreditation as part of their professional development programme.

July 2013

Further evidence submitted by Canterbury Christ Church University

SUMMARY

This document provides a summary of views on School Direct administration from Canterbury Christ Church University. This document should be read in conjunction with our submission of evidence to the Committee on Great Teachers-follow up. The University is working in over 50 partnerships to provide over 300 School Direct places in September 2013. We would be pleased to provide further evidence orally.

1. POSITIVE ASPECTS OF THE ADMINISTRATION OF SCHOOL DIRECT TO DATE

- Good support from the PDL team in London and the SE.
- Regular communication from PDLs although some communications were not sent to HEI/EBITTs who are partnering with schools.
- Good flexibility in the system.
- Good support for premier plus recruitment events.
- The portal was difficult to use for some students and initially the lack of a cap on three applications caused difficulties which have since been resolved.
- Without the portal it is unlikely recruitment could have reached the levels it has.
- The separate application process has made applicants think about which is the right training route for them and has given School Direct a greater profile in this initial phase than it would have had within GTTR.
- It is positive that there has been a national discussion about how best to run the system next year with planned benefits being improvements for applicants in the way the new system operates and the unifying of the two application processes.

2. NEGATIVE ASPECTS OF THE ADMINISTRATION OF SCHOOL DIRECT TO DATE

- Problems arose from changes to manuals and a good deal of contradiction between early versions.
- Problems arose from schools not being able to “close” subjects at first, but these were resolved.
- There is an outstanding issue concerning the identification of lead schools by postcode only, leading some schools within an alliance or trust to receive no or very few applications.

- The applications portal has been very limiting for some students: for example overseas applicants are not able to list their qualifications, only what they think are the UK equivalents.
- The change resulting in salary funding grants being paid directly to Lead Schools has caused considerable double working of processes and unnecessary work on partnership agreements.
- Applicants were able to change the phase their application concerned after selecting a lead school, resulting in a number of applications for primary places at lead schools which do not have a primary allocation.
- The applications portal has occasionally exported the wrong candidate information PDF.
- The applications portal could be improved so that providers could undertake some analysis of applications through the applications portal itself, or export large data sets (>100 applications) for analysis externally.
- Some schools did not recognise the resource implications for themselves of the system and were unable to process applications as quickly as required.

CCCU has been involved in the pilot for schools to access their own applications.

- The process for pilot schools to access their own applications has caused frustration at times, particularly as this was put in place after the main application process started and hence some applications were delivered to the HEI Provider and some to pilot schools.

July 2013

Written evidence submitted by Bishop Grosseteste University

- We support the submissions of UCET, TEAG and the Cathedrals Group.
- We wish to expand on our concerns regarding teacher supply in the current context of School Direct.

1. The Great Teachers report focused almost exclusively on the quality of teachers. We have contributed to and support the submissions from UCET, TEAG and the Cathedrals Group which we will not repeat in detail here. In particular we are concerned about the mistaken premise that university teacher training is not school based; the practical failings of school direct (unrealistic timescales; lack of systems to support applicants and schools); and the challenge of persuading applicants to consider this new route. In common with other providers we have made strenuous efforts to make the new route work, despite the problems inherent in the rushed introduction of the system, but have found it challenging both to encourage qualified applications to school direct rather than our own routes, and to support our school partners to move through the necessary recruitment checks in the demanding timescales required, absent national systems support.

2. Less attention has been paid to the issue of teacher supply and the impact of recent changes in this area. We also have significant concerns that current arrangements are not sufficient to provide the supply of trained teachers the system requires.

3. The present Government has in some respects relaxed its control of teacher supply, tasking the TA with ensuring teacher supply only for shortage areas and then, with the formation of the National College for Teaching and Leadership, removing any requirement for the new body to ensure the supply of a sufficient quantity of teachers (see remit of NCTL on DfE website). Whilst some new routes to qualified teacher status, notably School Direct, are not subject to number control, other routes remain tightly controlled with the emerging result that insufficient trainees are coming through the system.

4. The NCTL continues to control the number of new teachers emerging through some routes (primarily those operated by universities) whilst effectively leaving number control overall to the determination of market forces.

5. The current partial deregulation threatens the supply of qualified teachers in several ways:

- (i) School Direct only involves a relatively small proportion of schools at this point and even were it to reach the government target of supplying 50% of teachers by 2015 the market forces element would only be affecting half of the teacher supply. Without the parallel operation of a national and/or regional teacher supply model, without a body charged with overseeing the quantity of teachers being trained, and with politically motivated pressures on the NCTL to reduce the influence of universities on the supply of teachers, the levels of teacher supply through the centrally controlled sector will be unpredictable.
- (ii) School Direct is essentially a short-term market-driven system. Schools are training teachers for their own employment and do not have the data to see more than two years ahead in most cases. School Direct schools do not, nor are they encouraged to, see their role as to bring teachers into the profession as a whole. The consequence of this is that the system is unstable and unable to provide long term planning.
- (iii) School Direct is based on the schools we have now. Demographic changes mean that many new primary schools are needed over the next few years and secondary schools will return to

growth in pupil numbers. To ensure there are sufficient teachers in the system for even the near future requires growth in trainee numbers outside of School Direct.

- (iv) School Direct has demonstrated this year that it is not able to recruit to target. The targets are based on market need (identified by the schools) but the schools are unable to meet that market need. With the refusal of the NCTL to allow transfer of training places to other non-School Direct providers, this creates real concern about supply of qualified teachers in the short and longer term.

6. Taking School Direct together with the traditional ITE sector and other recently established routes (such as Teach First and Troops to Teaching) there is evidence that there is sufficient appetite within the system to train enough teachers for the needs of the nation. But one part of the system (university based routes) is subject to artificial constraints on numbers. In a more fully deregulated system schools could decide for themselves which training routes they most valued through their employment decisions. This approach would have the advantage of reducing administrative costs currently incurred in minutely controlling the distribution of training places and of encouraging innovation from the front line as well as from the agencies of Government.

July 2013

Written evidence submitted by the British Educational Research Association (BERA) and the Royal Society for the Encouragement of the Arts

1. The British Educational Research Association (BERA) and the Royal Society for the Encouragement of the Arts, Commerce and Manufacturing (RSA) are jointly conducting a UK-wide Inquiry on Research and Teacher Education, focusing on the relationship between research, teacher education and school improvement. Launched earlier this year, the BERA-RSA Inquiry will produce an interim report in September 2013 and present its final conclusions and recommendations in early 2014.

2. At a time when teacher education is under active development across the four nations of the United Kingdom, the BERA-RSA Inquiry is examining the impact of recent changes, including the introduction from 2011 of the School Direct programme in England. As part of the Inquiry process, a number of papers have been commissioned from academic experts in the field to review policy and practice on teacher education in different parts of the UK and internationally, and to consider the specific contribution that research can make to developing teachers' professional learning, expertise and judgement at each stage of their career.

3. The BERA-RSA Inquiry builds on existing evidence that research-based knowledge is an important component of initial teacher education (ITE), in helping to prepare student teachers for the complex demands of teaching. As the Select Committee recognised in its "Great Teachers" report (2012), the evidence from high-performing education systems, such as Finland and Singapore, demonstrates that successful ITE programmes are characterised by a partnership between schools and universities offering significant school experience combined with theoretical and research elements.¹ Experts in professional development believe that this combination of research skills and knowledge, theoretical understanding and practical experience is crucial, because teachers need an understanding of the principles and rationale behind different types of practice (knowing *why* it works and what *might* work, rather than simply *what works*) in order to learn from successful interventions elsewhere and apply those lessons to their own teaching.²

4. Furthermore, as the Education Secretary, Michael Gove, recently observed, teachers and headteachers need a clear understanding of the types of continuing professional development (CPD) activity that have been shown to have the greatest positive impact on improving quality, including collaborative professional development, enquiry-based research, reflective practice, and peer-support mechanisms such as coaching and mentoring.³ These elements of CPD are not divorced from ITE, which lays the foundation for teachers' professional skills, knowledge, outlook and dispositions. In evaluating student placements within programmes of initial teacher education, including School Direct, it follows that attention should be paid to the extent to which these elements are evident in the culture, principles and practice of the schools concerned.

5. In addition, it is worth considering how far the different models of ITE in England contribute to strengthening knowledge mobilisation across the system as a whole. As Carol Campbell and Ben Levin of the University of Toronto recently argued, while England has become a front-runner over recent years in demands to make research more useful and usable for education practice and policy, less attention has been paid to building research capacity within institutions and removing obstacles to engaging in and with research.⁴ To create a system which is geared towards mobilising and sharing knowledge about how to improve teaching quality and hence improve student outcomes, models of initial teacher education are needed which equip teachers and future leaders with the skills, knowledge and understanding to be able not just to locate relevant research, but to assess, interpret and apply the findings from research in the context of their own schools.

6. These dimensions of research capacity are not strongly reflected either in the latest draft of the Teachers' Standards that apply across all routes of initial teacher training (university-led, school-centred and employment based). Although the 2012 Standards set an expectation that beginning teachers will, "demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching", the principal focus is on possession

of “good subject and curriculum knowledge”; and in contrast to Scotland and Northern Ireland, there are no expectations that early career teachers will engage in research or critical enquiry.⁵

7. Thus, while high quality provision can be found within all existing routes into teaching, we would urge the Select Committee to monitor the extent to which each route contributes to stronger knowledge mobilisation across the entire system, as well as considering what the overall effect of recent and planned changes is likely to be. In the case of School Direct, there are concerns within University Departments of Education that the shift to school-centred routes will have negative effects on research capacity, by destabilising staff and diminishing funding streams for applied research.⁶ Careful attention therefore needs to be paid to the consequences, intended or otherwise, of changes in provision, in order to ensure the viability of high quality provision based upon school and university partnerships over the medium to longer term.

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July 2013

Written evidence submitted by the University of Bristol

INTRODUCTION

1. The University of Bristol has just celebrated 100 years of teacher education and educational research. The Graduate School of Education (GSoE) provides secondary initial teacher education to over 200 PGCE students (OFSTED-rated outstanding delivering 11 subjects with 25% specializing in science and mathematics) in partnership with about 65 schools. The strategic and operational management of the PGCE partnership is delivered through a Partnership Committee of school and university staff. GSoE is actively supporting the development of new teaching school alliances. The University also jointly sponsors Merchants Academy, serving a socially underprivileged catchment in south Bristol. We are also a new university partner with TeachFirst (38 participants) in which GSoE leads secondary and Bath Spa University leads primary teacher education. GSoE is rated 5 = in the UK research assessment exercise and has strong international partnerships for educational research and development.

SCHOOL DIRECT (SD)

2. We are longstanding supporters of school-based teacher education through partnership with PGCE students based in schools 66% of their time supported by both university and school-based mentors and tutors. To this extent, we are supporters of School Direct and are piloting provision for next year with the North Somerset Teaching School Alliance. Discussions with head teachers in our region suggest that there is a long-term interest in sustaining high quality PGCE alongside a, yet to be determined, proportion of SD. However, we anticipate that the transition will be challenging logistically in terms of securing high quality placements at a time of so many other changes for schools; securing the provision of adequate funding; and ensuring sufficient critical mass and coherence to implement a distinctive contribution from partnerships between schools and a Russell Group provider. All three elements will be critical to future viability.

3. Our teacher education is subject-based and takes advantage of the opportunities offered by being a research-intensive university. We seek to educate and train secondary teachers to work at the cutting edge between the latest disciplinary knowledge and how this is translated into high quality teaching in secondary schools. Our research addresses these issues across the age ranges from early years to undergraduates and across ability-levels. This distinctive contribution is unlikely to be achieved by schools or universities working alone; it depends on collaboration between schools, university academic departments, and departments of education like GSoE. In our view, teacher education policy ought to foster such collaborations for academic subjects, characteristic of our teacher training. If SD were to become too dominant, then there would be a corresponding loss in disciplinary and pedagogical advancement as Russell Group universities will lose

opportunities to make a distinctive contribution to teacher education resulting in the impoverishment of good teaching as a whole. (We would support parallel provision for vocational subjects, where appropriate, in line with the aims of the Wolf Report 2011, and for pupils with special educational needs. We want the best teaching for *all* pupils that is informed by the latest research and other evidence-based innovations by the leading universities in that discipline in order to secure a culture where teachers are highly effective in working at the cutting edge of their disciplinary and pedagogical knowledge.)

4. Outstanding teachers combine technical competence in the delivery of their lesson and classroom management with the capacity for independent judgment, creativity and leadership, in order to inspire and stretch their learners. The “apprenticeship” approach advocated in the White Paper, *The Importance of Teaching*, captures the former but arguably undervalues the latter. Our high-achieving professional vision of teachers requires a career trajectory that expects on-going academic and professional development at a level that commands public respect and is characteristic of the most successful educational systems internationally. Medicine is generally much better developed than teaching in supporting career development across the working life in the UK. Internationally, some of the highest achieving educational systems require higher level qualifications acquired over many years that go beyond initial teacher training. We have been sharing ideas about the development of a Deanery model with the University of Oxford as a possible way of strengthening working alliances between schools and the university to deliver CPD and school-based research.

5. The best teachers in schools, in our experience, demonstrate a high level of professional and disciplinary reflection from which they advance their own teaching. Stepping outside the familiar working environment, in order to experience alternatives, can stimulate critical evaluation of its strengths and potential for improvement. Schools are closed systems of practice that risk becoming inward looking. Time in university interacting with other trainee teachers, and alternative placements supported by appropriate coaching and tutoring are essential characteristics of any good teacher education whether SD or PGCE.

COLLEGE OF TEACHING

6. It is remarkable that teaching does not have a single body capable of advancing professional practice and standards within schools, comparable to the Royal Colleges in medicine and nursing.

7. There may be good reasons that have prevented such a development that will become apparent as this proposal is developed. However, we do think it is worth exploring further.

8. A College could play a major role in enhancing the standing of teaching in the eyes of the public and as a career in ways that strengthen recruitment and retention of the best teachers.

9. It will matter that this is something that emerges from and is widely supported by teachers.

10. A College has the potential to provide a stabilising influence across changes in government and should be a useful point of reference for testing and advancing educational policy, particularly if it can act as an inclusive voice for teachers and a reliable and independent source of evidence. Teaching needs a credible professional voice and means of professional development.

July 2013

Written evidence submitted by Universities UK and GuildHE

INTRODUCTION

1. Universities UK and GuildHE are the two representative bodies for higher education institutions, together representing the vast majority of higher education institutions and higher education ITT providers. The Teacher Education Advisory Group (TEAG) is a joint advisory group bringing together 15 vice-chancellors whose institutions deliver ITT.

EXECUTIVE SUMMARY

- Universities have a strong track record of delivering high quality ITT in partnership with schools, with school placements playing a substantial part in their programmes.
- Universities provide essential subject expertise and support the development of a teaching profession through research-informed teaching, developing skills suited to a variety of school needs and producing trainees who are committed to learning and developing throughout their career.
- Universities also provide an efficient and effective way to recruit students, satisfy quality and accountability requirements and through networks provide a meaningful route to engage with large numbers of schools.
- We have supported School Direct as a way of engaging more schools in ITT and as part of a mixed model of ITT delivery and have devoted considerable time, energy and resources to support school engagement with School Direct.
- School Direct has inherent instabilities that create uncertainties over recruitment, subject balance, geographical spread, teacher supply and quality.

- These uncertainties and risks would be exacerbated in England if the ultimate policy aim was to move to a system of ITT delivered entirely through School Direct.

ROYAL COLLEGE OF TEACHING

2. We are generally supportive of efforts to enhance the professionalism of teaching, raise its status and reinforce the importance of trainees being committed to continuing professional development and learning throughout their career. The Royal College could play a leading role in developing a self-improving, evidence-led teaching profession through research-informed practice.

SCHOOL DIRECT

3. TEAG has supported School Direct as a way of engaging more schools in ITT, developing partnerships between schools and universities and recognising an increased leadership role for schools. School Direct can build upon the high quality track record of higher education ITT providers (as evidenced by Ofsted annual reports) and their existing partnerships with schools (many providers partner with hundreds of schools).

4. Universities provide essential subject expertise to inform teaching, and if the teaching workforce is to further develop as a profession—one that is critical, challenging, reflective and flexible—we believe that higher education programmes with a strong element of school-based experience are essential to achieving this. Both existing partnerships and the PGCE qualification are highly valued by a large number of schools and students.

5. The introduction of School Direct has provided universities with the opportunity to explain the many ways in which they support schools and the services that they offer. This includes the role universities play in managing effective and fair recruitment processes and meeting quality assurance and accountability requirements. Dispersing these functions across schools could lead to inefficiencies and increased costs.

6. Universities have been instrumental in supporting school engagement in School Direct, devoting considerable staff time to promoting and explaining the policy to schools via numerous meetings and training events. They are also encouraging students to apply to School Direct as one of the options for trainees.

7. However, the School Direct model has increased uncertainty and instability in the supply of teachers. The move of a significant number of core allocated places to School Direct combined with a more extended and confused recruitment process has had a number of impacts:

- **It has made some subjects in some universities unsustainable.** The NCTL has recognised the vital role universities play in supporting School Direct by reallocating places to universities to support subjects at risk.
- **It will potentially undermine the ability of universities to respond to recruitment shortfalls.** Universities have been able to respond quickly to recruitment shortfalls; because they have had a critical mass of subject expertise and operate throughout the year, including over the crucial summer period, there will be less flexibility in the future to do this.
- **It is very difficult to identify trainee numbers and any shortfalls in time to respond effectively.** With the start of term only a few months away we still do not know final trainee numbers and whether there will be an overall shortfall or shortfalls in certain subjects. This makes the effective allocation of resources and support for trainees more difficult and risks confusion and uncertainty for trainees, damaging the reputation of ITT.
- **There is an increasingly varied and random impact on the geographical spread of provision.** This will reduce school choice and could create numerous regional subject shortages; for example, we understand there is now only one art and design trainee in England north of Peterborough.

8. Many of these uncertainties, especially in terms of recruitment, are inherent in School Direct. It has the potential to create a serious strategic risk in terms of undermining the ability of the NCTL, DfE and universities to respond effectively to any future recruitment needs in England. Combined with the other strategic challenges and uncertainties facing universities, School Direct will challenge higher education support for ITT and could lead to withdrawal of provision, impacting on future supply. It is unclear to us how, in the School Direct model, these strategic risks can be addressed. Should the rapid implementation of the School Direct model lead to a significant shortfall in recruitment we are very concerned about the loss of potential high quality teachers, the impact on the supply of teachers and the longer-term damage to the promotion of teaching as a career.

9. We would argue for a balanced system of ITT with a variety of routes on offer, with a strong emphasis on partnership and a core higher education allocation providing a stabilising role in teacher supply and quality. The system should enable providers to respond effectively to student and school demand including through transfer of places. Genuine school choice includes the choice to continue with existing partnerships and arrangements. The responsibilities of universities and schools in relation to recruitment should be the same and all routes into teaching should be promoted by the NCTL, not just School Direct. It seems inappropriate to us

and a questionable use of public money for the NCTL to just promote School Direct and promote it as an alternative to existing routes. We need to promote teaching through every route, not just School Direct.

July 2013

**Written evidence submitted by Martin Torjussen,
School Direct Programme Leader, University of Brighton (UoB)**

SUMMARY

Overall, partnership schools and UoB have recruited high-calibre School Direct applicants for 2013–14. In general, and as expected, the quality of the candidates has deteriorated over the course of the year. Therefore those schools who recruited early were pleased with the range of applications to select from.

The success of the process has depended on existing good relations between UoB and partner schools. There have been a number of occasions when, had it not been for this relationship, the partnership might have been tested.

FEATURES OF THE 2013–14 ADMISSIONS PROCESS

1. Schools are used to recruiting for NQT posts and above, and needed to become accustomed to what makes a good candidate for a teacher training place.
2. Schools took time to become accustomed to the characteristics of trainee applications eg understanding equivalent qualifications—NARIC.
3. Significant time has been spent communicating re: shared understanding of expectations.
4. The UoB's 2:1 entry requirement has, on occasion, been challenged with “We know this candidate and we would like to accept them despite their grades.” Where there has been a difference of opinion good communication between UoB staff and Lead Schools has been vital in ensuring common understanding and agreement.
5. UoB has worked hard to accommodate different practices across lead schools to achieve a shared understanding of procedure.
6. The admissions process has taken a long time which has made applicants nervous. Next year's system through UCAS aims to counter this with a much tighter turnaround.
7. Application forms have been more complex than UCAS forms. Relevant information has been inconveniently printed far down when printed as a .pdf.
8. The two stages of interview—at school and at UoB—is rigorous but, if communication is not working effectively, also allows for ambiguity of roles and responsibilities.
9. Schools have spent a significant amount of time reading applications, marketing, and engaging in the background work to admissions. At various points during the school-led admission process, schools have been happy to devolve responsibility (“We're too busy at the moment—we trust your judgement”).
10. Schools have become disenchanted with applicants in whom they have invested time but who can drop out of the application process/switch to a PGCE route with little accountability. This aspect of recruitment is familiar to HEIs; where it has happened, schools have found the experience unsettling.
11. Students who have been accepted onto a PGCE place have been encouraged to consider School Direct places.
12. Despite the change in roles and responsibilities that School Direct has had on schools and UoB, we have had to work hard to ensure that this does not impact upon existing successful relationships for other routes.
13. Negotiating agreements and funding—explanation and clarity is required around what the university provides in addition to direct input (ie ICT, student accounts, library facilities).
14. In regards to Secondary admissions, traditionally a lot of applications come through late in the summer time for PGCE. The TA has urged schools not to relinquish places due to Secondary admissions peaking late, but this is problematic for schools as they approach their end of year.
15. There remains a tension at the heart of the relationship between schools and UoB: schools having the lead role in recruitment and training of students, but UoB held to account for quality of training.

July 2013

Written evidence submitted by the University of Hertfordshire

Having been specifically asked to address the recruitment of trainees for 2013–14 courses we offer the following observations.

1. Communication between the former Teaching Agency (TA) and the National College for Teaching and Leadership (NCTL) has been poor, with documents being posted on the DfE websites without notification to providers. New editions of the School Direct Guidance 2013–14 were produced and initially these were not dated and this led to confusion for both schools and providers.
2. Plans were not fully in place by TA before recruitment started. Consequently, both schools and the university were not in a position to give definitive answers to questions being asked by prospective trainees.
3. The national publicity and marketing for school direct were poor and misleading information was given. More needs to be done to improve the publicity and information to candidates.
4. Provider staff were not given access to the School Direct recruitment portal until after it had been opened to applicants.
5. Applicants and schools were confused by the application process and provider staff spent a good deal of time responding to questions and concerns, often with regard to problems they could not solve.
6. Information to applicants on School Direct Application System website needs to include details of all schools working with a lead school and their addresses.
7. Initially there was no limit to the number of applications that could be made and there was a problem with closing courses that were full.
8. The fact that candidates can only send their application to three schools is likely to provide a geographical limitation, which is disadvantageous to schools located in areas where the percentage of high calibre graduates among the population is lower and thus the potential talent pool from which candidates can be drawn is smaller.
9. On-going monitoring of the recruitment from under-represented groups is problematic due to the fragmented nature of the recruitment process.
10. The addition of the pre-entry skills tests has exacerbated these difficulties. The fact that applicants could not register for the tests before making an application and that providers had only 28 days from receiving an application to make a decision to interview or reject, meant that many interviewees were offered places subject to passing the skills test. It has become apparent that an effect of the three strikes and out rule introduced this year is that applicants who have failed the test once are delaying their retakes. Skills tests data needs to be easily extractable so advice can be rapidly tailored to the correct applicants. An unknown number of those offered places will not be able to begin training in September. It is very unlikely that such withdrawals will be made in time for places to be re-advertised and filled.
11. Information requested/advice given by TA to lead schools by direct email, or via the university, has often been received with very limited time to action—particularly difficult in a busy school where School Direct administration is carried out by staff with a full time teaching timetable.
12. Still uncertainties about how the funding will be allocated for SD (Salaried); initially thought to be via the provider but schools have recently received funding information which they did not understand and did not match their allocations. This information was not sent to providers who were thus not able to assist. This change of approach to funding allocation has significant implications for providers in terms of setting up invoicing processes and gives a poor impression to schools when we are having to ask them for the information from NCTL.
13. Decisions need to be made by schools too early on a long time before they are aware of their actual needs. In the past this didn't matter as GTPs were supernumerary—however, the finances are such that SD (salaried) are not, hence it is a risk for schools to offer places so early on.
14. Too time consuming having so many unsuitable applications when previously we had good system that worked with GTP.
15. Large number of applicants do not have the prerequisite years of career-type employment, making them ineligible for School Direct Salaried would suggest making the guidance for this much clearer for applicants.
16. People are applying without contacting the lead school first. Would suggest an application form, which does not permit an applicant to proceed to the next page until applicant ticks a box to confirm that he/she had made contact with the school prior to application. Making applicants contact the school would help to reduce applications which do not meet the criteria.
17. People are wasting time applying for training places which are full or closed, because the portal is set up in such a way that the listing of individual places as full or closed, is not possible. The receiving school is also wasting a lot of time in responding to such applicants. Would

suggest that the central system be set up in such a way as to permit the flagging of individual subjects/places as full or closed?

18. Lack of applicants for Maths, Physics, Chemistry. Suggestion—is it worth pooling ideas for strategies from different providers?
19. The imposition of deadlines for response does not take into account that in many school-led processes an interview is most often a sequence of interviews. School Direct interviews often have three stages, concluding with an interview with the placement school. This is laudable, but time consuming and unlikely to fit into the 40 working days from application.
20. The additional stages in recruitment may in part account for the slower recruitment on School Direct routes. Schools also report that because there is an implication of future employment, schools are being understandably cautious. There is a feeling that schools' expertise is in teacher recruitment as opposed to trainee selection and that applicants with potential are being missed in seeking a "finished article".
21. There is also a concern that an over-emphasis on degree classification has caused many good applicants to be overlooked. The continued fall in the overall number of applicants to ITT is worrying. It is not clear that there are enough applicants, particularly in shortage subjects, with 1sts and 2:1s to meet national recruitment targets.

July 2013

Written evidence submitted by the University of Cambridge: Faculty of Education

SCHOOL DIRECT

1. The Cambridge Faculty of Education is in its second year of exploring what it means to be involved in School Direct (SD). Involvement in SD enables both the Faculty and schools to evaluate its strengths and weaknesses from an informed position. The Faculty is working with three Teaching Alliances, the only ones so far formed by schools working as key players within the Cambridge PGCE partnerships. Once recruited, SD trainees follow the same PGCE programme as the rest of the Faculty's trainees ie length/timing of school placements, Faculty- and school-based training sessions, and PGCE assessment leading to 50% accreditation towards a Masters in Education. The Faculty has not been approached by any other current Cambridge PGCE partnership schools that wish to become involved in SD.

2. The Faculty has not agreed to participate in SD with other institutions from more distant parts of England. The main reason is quality assurance. The Cambridge PGCE has a longstanding system of mentor/professional tutor/school co-ordinator training and professional development (PD) which forms an integral part of its school-university partnership. This work is developed and taught by school mentors/professional tutors/school co-ordinators and lecturers. Its content is determined both by course development planning priorities and more immediate issues, for example how Faculty- and school-based professional studies sessions complement one another and are differentiated to play to individual schools' particular strengths and address trainees' breadth of needs. Initial training is also undertaken by all new mentors/professional tutors/school co-ordinators, and is supported by in-school development from more experienced peers or visiting Faculty lecturers. The Faculty would not wish to quality assure schools and alliances that are unable to participate in this vital, rich and integrated PD.

3. Another high quality feature of the Cambridge PGCE is Faculty-based subject studies work and the way it is very closely and critically integrated with trainees' ongoing school experience. It is taught by tightly-knit groups of lecturers, teaching associates and mentors seconded from schools whose work is constantly reviewed, developed and quality assured through team meetings, course evaluation, improvement planning and ongoing professional development. In addition to the expertise brought to the PGCE course by practising classroom teachers and senior leaders, trainees benefit from being taught by lecturers who also teach and supervise on other education courses within the Faculty, such as Masters, EdD and PhD, and are actively involved in research, publication and in-service training both nationally and internationally. They thus contribute a wealth of additional knowledge and understanding to trainees' critical understanding of subject teaching, pedagogy and cutting edge scholarship. Many also hold office in subject associations at high levels, adding yet another dimension to the scope and nature of subject studies teaching.

4. SD has thrown up a number of practical problems requiring extra work to resolve; for example, timing of interviews, low interview turn-out, candidates offered places in different schools simultaneously, and schools not able to stand by original placement offers. Within the PGCE, such issues are unproblematic: economies of scale allow more than enough flexibility. Furthermore, it is not only difficult for schools to predict their future staffing needs or guarantee employment to SD trainees, but trainees themselves may decide during the course of the year that they wish to seek a post elsewhere.

5. The 2011 inspection report for the Cambridge Early Years/Primary and Secondary PGCE courses, stated that two particular features of the provider and its initial teacher training programmes were:

- the outstanding well-established and collegial partnership based on positive relationships, mutual respect, high expectations, a pursuit for excellence and a detailed and up-to-date knowledge and understanding of the theory and practice of teaching; and
- the university's national and international reputation and its place at the forefront of many educational initiatives which ensure high quality training is immersed in research and current practice enabling trainees to become critically reflective practitioners and employable classroom teachers (Ofsted, 2011, p. 4).

Initiatives such as SD must not jeopardise these aspects and levels of quality.

PROPOSALS FOR A COLLEGE OF TEACHING

6. Cambridge Faculty of Education endorses the proposal for a college. With regard to whether this college should be a college of teaching (as suggested) or of teachers, there are two points. "Teachers" refers to a specific occupation—persons who are employed in schools, whereas "Teaching" captures the function or activity performed by people who teach, but who, of course, are not employed solely in schools. The preference is for a College of Teachers (CoT), because this title more closely identifies a group with a specific professional identity and skill-set.

7. A CoT (as proposed, for example, in the circulating PTI Discussion Paper) is needed because currently, there isn't a body or agency which can articulate, and represent, the interests of teachers as a profession. Other groups perform legitimate and complementary roles on behalf of teachers: unions, for example, oversee the terms and conditions of teachers' employment and salaries; subject associations provide affiliation and guidance in respect of PD. These groups would continue alongside a CoT. The role played by a CoT, however, would be to oversee and monitor the classroom practice of teachers. A CoT would not be a regulatory or registration body, it would not provide PD and it would not undertake research.

8. In respect of the recognition of teachers' classroom practice, a CoT could take a number of forms. One possibility might be to create a membership body which institutionalizes a ladder of upwards-graded esteem, through to Fellow. A difficulty here is the potential lack of appeal to teachers of yet another body for them to join (in addition to payments for union and subject association membership). A more productive alternative would be to institutionalize recognition in a system that acknowledges accomplished classroom performance. This would be achieved through a regime of evidence-based standards of teaching, with standards determined by, and for, teachers. Rather than (annual) payment for CoT membership, teachers would pay a fee to be assessed (voluntarily) against the standards of accomplishment in their subject area or for their school level (ie, primary or secondary). The number of accomplishment levels (and designations) would be for discussion, but following "initial" teacher certification, a CoT might accredit (say) "highly skilled" teachers and then "exemplary" teachers.

9. Standards setting and assessment of standards are the two key functions to be undertaken by a CoT. An existing prototype along these lines is the National Board of Professional Teaching Standards (NBPTS) in the USA. Since its formation in 1987, the NBPTS has provided recognition against standards for 100,000+ US teachers as part of an advanced certification system. In respect of standards of teaching and assessment of standards, a CoT would commission teams of teachers to draft, and regularly update, teaching standards that are linked to an evidence base; establish a rigorous system of assessment and provide for the training of assessors; liaise with HEI providers of ITE, teacher education researchers and research groups (eg, BERA) in respect of the currency and revision of the evidence base for teaching; commission standards-validation studies and meta-analyses; disseminate various examples of evidence of outstanding classroom practice; negotiate with governments the acceptance of recognition standards.

10. Standards of teaching accomplishment are a means of articulating what it is that teachers have to know, and be able to do, to improve the learning of children. The justification for the emphasis of the CoT on standards is twofold. First, members of the general public and the politicians who represent them are (rightly) concerned about enhancement of the quality of learning for children. Evidence-based standards are the most appropriate means of enshrining these legitimate expectations of learning quality. Second, if the premise is accepted that three-year trained graduates, and experienced, classroom teachers are the experts in respect of subject learning and children's learning, then teachers should determine and maintain such standards. Likewise, teachers should act as rigorous CoT-trained assessors of their peers.

11. CoT guardianship of teaching of standards is not synonymous with teacher autonomy devoid of accountability. Public trust in professions requires their willingness not only to accredit, but also to discipline, their members as part of a recognition system. For the time being, while "initial" teacher certification is controlled by government, the recognition system proposed here would be advanced (ie post-initial) and voluntary. Were "initial" in future to come within the CoT remit, along with "highly skilled" and "exemplary", then membership discipline would parallel that of the other professions.

Written evidence submitted by the Field Studies Council (FSC)

EXECUTIVE SUMMARY

1. The Field Studies Council welcomes this focused follow up inquiry to the *Great Teachers* report. Our submission highlights the possible impact that Schools Direct and a College for Teaching may have on teachers' competence, confidence and commitment to the teaching of fieldwork and outdoor learning.

INTRODUCTION

2. The Field Studies Council (FSC) is an education charity committed to bringing environmental understanding to all. We currently welcome 145,000 visitors every year on courses to our national network of 17 Field Centres. These include groups from nearly 3,000 schools, colleges and universities. Established in 1943, FSC has become internationally respected for our national network of education centres and is the UK's leading provider of curriculum focused field courses.

3. FSC provides informative and enjoyable opportunities for people of all ages and abilities to discover, explore, be inspired by, and understand the natural and built environment. We believe that the more we know about the environment, the more we can appreciate its needs and protect its diversity and beauty for future generations. We feel that fieldwork should be a vital element of an imaginative and contemporary education.

SCHOOLS DIRECT

4. We believe that practical and "hands-on" training is the most effective way of learning how to teach outside the classroom. As such, we welcome a system which places schools at the heart of the teacher training programme. Our experience has shown that any reversal in the decline in fieldwork will have to be led by teachers. Teachers must have the knowledge, skills and experience to deliver effective fieldwork.

5. Our concern is that the UK is currently failing to produce sufficient numbers of teachers with the competence, confidence and commitment to meet the modern day challenges of teaching fieldwork to the next generation of children and young people. One of the main conclusions in the FSC/ASE Outdoor Science report (2012) underlined that revisions to statutory teacher training and CPD over the past decade has progressively weakened the level of outdoor teaching experience needed to become a qualified teacher. This means that the workforce capacity to lead fieldwork in subjects such as secondary science is being eroded.

6. This has important implications on teachers' mentoring ability with regards to quality fieldwork and outdoor learning. Over 60% of science teachers responding to a recent national survey said that they didn't have access to a pond (*Resourcing Practical Science in Primary and Secondary Schools*, SCORE 2013). With increased/better training, teachers would see that opportunities for fieldwork are everywhere (even in inner-city areas), including just outside the school gates.

7. School leadership and management are vital to the quality of teaching and learning, and the promotion of pupils' learning and progress. Through the Schools Direct framework, school leaders and managers have an excellent opportunity to facilitate good teaching practices by encouraging outdoor learning within their trainee programme, and support teachers to overcome the bureaucratic barriers that can prevent them from taking their students outside the classroom.

PROPOSAL FOR A ROYAL COLLEGE OF TEACHING

8. We welcome the proposals to establish a Royal College of Teaching to promote the teaching profession and the quality of teaching, and look forward to contributing to its development, as appropriate.

RECOMMENDATIONS

9. Fieldwork training should be mandatory and trainee teachers should: attend, and have an active role in, a school visit as part of their training; plan and lead a lesson with pupils outside the classroom as part of their training; and receive at least 4 hours of training in out of classroom learning as part of their Initial Teacher Training—regardless of the trainee route they undertake.

July 2013

Written evidence submitted by the Russell Group

1. The Russell Group represents 24 leading UK universities which are committed to maintaining the very best research, an outstanding teaching and learning experience and unrivalled links with business and the public sector. This submission is made only on behalf of the Russell Group universities involved in the delivery of teacher training in England.

THE VALUE OF PARTNERSHIP

2. We agree with the Select Committee “that partnership between schools and universities is likely to provide the highest-quality initial teacher education, the content of which will involve significant school experience but include theoretical and research elements as well, as in the best systems internationally and in much provision here” (paragraph 78, “Great Teachers” (2012)). Both partners in this relationship—the schools and the universities—have complementary strengths, and the diminution of either would degrade the quality of the training provided to our future teachers.

3. Teacher training should not only include theory and practice, but it should integrate theory with practice. At Russell Group universities trainees develop their pedagogical understanding through critical reading, discussion and inquiry, while also spending much of the year in the classroom; their education is led by teacher educators who are not only expert practitioners but often leading researchers and lecturers as well.

4. The development of close working relationships with schools is crucial to the delivery of outstanding provision. PGCE provision has been developed by Russell Group universities over many years, during which time strong partnerships have been forged. Our universities have heard in many cases from schools that they are very satisfied with the existing PGCE route. It is notable that where School Direct provision has been introduced, this is often offered by a school and a university that are already working together and have a strong existing relationship.

5. Many Russell Group universities (but not all) have chosen to participate in School Direct and are working hard to make this new arrangement work effectively for trainees. However, the scheme continues to present significant challenges which we report here.

RECRUITMENT CHALLENGES

6. The time and resource spent on recruitment of trainees has significantly increased, due in part to additional liaison with schools and facilitating their involvement in the recruitment process. Universities are sharing their greater experience of recruiting trainees with schools to help them in these new arrangements. In addition, in some cases schools have not filled their allocated trainee places. Meanwhile universities with a strong track record in recruitment have had their allocated places cut. Given the challenges of recruiting to this scheme, the rapid expansion of School Direct could pose a significant risk to the supply of future teachers, particularly in some individual subjects (see para 10 below).

QUALITY ASSURANCE

7. In School Direct there is a tension between the roles of the university, which is subject to Ofsted inspection of the quality of training, and the lead schools, which tend to have a dominant role in deciding the content of training. Some schools will rise to the challenge and provide excellent training; but others will find it hard to match the quality of an outstanding university-school training partnership. As different schools develop bespoke training programmes, the management of quality will also become more difficult. Many Russell Group universities are committed to engaging with School Direct, but there are some concerns about the risks to quality that this could entail.

SUSTAINABILITY

8. There are a number of threats to the sustainability of provision in university education departments, and their combined impact should be evaluated carefully:

- (a) Universities without an “outstanding” rating have already seen cuts in their places, particularly at secondary level due to demographic changes; there is no guarantee that an “outstanding” rating will provide protection from further cuts in future.
- (b) Some schools have been less willing to offer placements on existing PGCEs because they are concentrating effort on the more time-consuming demands of School Direct. This reprioritisation is understandable but does have an impact.
- (c) The share of funding that goes to schools negotiated under School Direct reduces the funding received by university education departments increasing the pressure on resources.

9. It is clear that it will be harder for universities to plan their future teacher training provision. If they face too great an uncertainty, some may find they cannot continue with provision in all existing areas. The sustainability of the workforce of teacher educators should also be considered if universities are disincentivised from maintaining all aspects of their portfolios of provision.

WIDER IMPACTS

10. The supply of teachers, including specialists in key STEM subjects, will require careful monitoring under these new arrangements. Schools may or may not succeed in recruiting in shortage subject areas under School Direct. Beyond the immediate impact on schools, a teacher shortage could also pose a risk to the success of university widening participation and access programmes. School curriculum changes will require fully resourced and highly-skilled staff, especially in schools that may be already struggling with performance. We want every student with the qualifications, potential and determination to succeed at a Russell Group University to have the opportunity to do so, whatever their background. However a shortage of highly-skilled teachers would only make this challenge tougher.

MANAGING THE INTRODUCTION OF SCHOOL DIRECT EFFECTIVELY

11. As stated, many Russell Group universities are working hard in partnership with schools to facilitate the introduction of School Direct. There are already a variety of teacher training routes in England and School Direct is emerging as an additional route. If this one route is expanded too quickly this will pose significant risks to the quality and sustainability of School Direct provision, and crucially to other forms of teacher training provision delivered in partnership with universities.

July 2013

Written evidence submitted by the University of Sheffield

1. The University of Sheffield has actively engaged with the introduction of School Direct. A part-time member of staff has been employed to focus entirely on making School Direct a success, and his work has helped take us to our current strong position with a range of school clusters in the local area working in partnership with the University.

2. It is encouraging to realise just how strong our existing partnerships are. Almost all of the schools now working with us on School Direct have been involved in PGCE with The University of Sheffield and have specifically chosen to work with us because of the high quality of our trainees and their positive experiences of working with us in previous years. We welcome the opportunity to continue to strengthen and develop these relationships.

3. Nevertheless there are a number of issues which have arisen from the introduction of School Direct which will have a significant impact on the development of high quality teachers in the future.

4. One key issue following the introduction of School Direct is the difficulties it presents in terms of planning from year to year. For example, when bidding for places for 2014–15 we have to take into account the need for enough core places to ensure that courses run, whilst helping schools in our clusters to estimate how many new teachers they may need in two years' time. Even with this information, there is no guarantee of the places that we request or that the schools request. We may then negotiate for additional places through the year. This makes planning for staffing and budgets very difficult given that we may not have a firm idea of our places until six months before the course start. This affects staff retention, and the ability of the University to invest in long term posts, and will therefore impact on our ability to recruit and retain the best teaching staff.

5. Our experience in recruiting this year (AY2013–14) suggests that applicants have a strong preference for the GTTR route as opposed to the School Direct route. This may be in part because School Direct is a new option which will take time to become established, however it also reflects the fact that potential students who do not know the local area are reluctant to commit to a particular set of schools with which they have no connection, preferring instead to train in a University with a good reputation and a wide range of schools in its partnership. The main way in which we have been able to help fill places for School Direct has been to redirect applicants from the standard PGCE route. We have been oversubscribed in all subjects, so this has not been a major problem. However, it seems strange to have to direct students away from their preferred route. We feel it is essential to maintain a substantial amount of ITE within universities in order to attract enough high quality trainees to meet the demand for teachers in South Yorkshire and North Derbyshire.

6. Whilst the introduction of School Direct is intended to meet demand for teachers on a local level, there is a great risk that the opposite will happen. Many schools in South Yorkshire do not have the capacity to engage with School Direct, and as core places are being reduced their chance of securing high quality trainee teachers on placement will also be reduced. As a result these trainee teachers are very unlikely to choose to work in the very schools that need them. At present, almost 70% of the PGCE students at the University of Sheffield secure employment locally. Tutors are aware of schools where teachers are needed and can actively promote recruitment to those schools through joint activity.

7. It has become clear that a significant number of schools in the local area do not wish to engage with the School Direct route, but as there are only "good" providers in the region (and thus vastly reduced core places) schools feel that the only way to ensure their continued involvement with ITE is by becoming involved with School Direct.

8. Through 2012–13 we have worked as accreditor with the School Direct pilot at a local Sheffield school. This has given us an insight into some of the challenges we may face when working with School Direct on a larger scale. In this case, the training led to a QTS qualification, and all training completed in school, the main issue that will be relevant for the future is that neither of the two students involved has secured teaching posts within their School Direct cluster, as intended at the start of the course. These students have entered the same job market as student teachers from any other route, and have not contributed to the teaching capacity of Barnsley schools as was originally hoped.

9. There are inefficiencies that come with the introduction of a system that works in small groups rather than large partnerships. The two main issues so far have been managing the interview process and selecting suitably contrasting placements for students. Interviewing procedures are extremely time-consuming for both schools and the HEI, especially as applications occur throughout the year often in small numbers; this has meant huge increases in workload for all concerned this year, and the same issue is likely to be present next year.

10. Offering two contrasting placements is easily achieved with a partnership of over 40 schools, but much more challenging in a cluster of six to 10 schools. In order to overcome this issue, we have offered to place some students on School Direct through our standard PGCE for their second placement. Whilst this in some ways defeats the object of School Direct, it seems to be the only pragmatic solution to provide the best experiences for the students.

11. Whilst we support a stronger role for schools in ITE, we are concerned about the pace of change without allowing time to recognise and solve problems as they arise means that we are currently in the position of having to make an impractical system work in order to ensure that the students' experiences are positive, and that they choose to join the teaching profession.

July 2013

Written evidence submitted by CUREE

This paper sets out the international evidence about continuing professional development (CPD) and learning (PL) for teachers in order to highlight three key roles that a new Royal College for teachers could play in enhancing the profession's identity:

- the creation of a strong focus on teachers' professional learning as well as their development;
- supporting teachers in establishing and engaging with the professional knowledge base; and
- challenging teachers to end the tyranny of common sense and to focus on developing in-depth subject knowledge, pedagogic content knowledge, practice and theory side by side.

1. Systematic reviews of research about effective CPD, effective leadership and effective pedagogy^{34,35,36,37} show excellence in professional learning that benefits pupils means:

- using aspirations for specific pupils and evidence about as a starting point for development;
- seeking out both formative and summative analysis of current strengths and areas for development as tools for enhancing practice;
- using collaboration, especially reciprocal risk taking, as a core learning strategy, working with colleagues, for example, to overcome the most intransigent learning obstacles for pupils;
- expecting to make use of a specialist expertise especially when they don't know what they we don't know;

³⁴ Cordingley P, Bell M, Rundell B, Evans D (2003). The impact of collaborative CPD on classroom teaching and learning. London: EPPI-Centre, Social Science Research Unit, Institute of Education, University of London. Available online <http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=133&language=en-US>

Cordingley P, Bell M, Evans D, Firth A (2005). The impact of collaborative CPD on classroom teaching and learning. Review: What do teacher impact data tell us about collaborative CPD? London: EPPI-Centre, Social Science Research Unit, Institute of Education, University of London. Available online: <http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=395&language=en-US>

Cordingley P, Bell M, Thomason S, Firth A (2005). The impact of collaborative continuing professional development (CPD) on classroom teaching and learning. Review: How do collaborative and sustained CPD and sustained but not collaborative CPD affect teaching and learning? London: EPPI-Centre, Social Science Research Unit, Institute of Education, University of London. Available online: <http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=392&language=en-US>

Cordingley P, Bell M, Isham C, Evans D, Firth A (2007). What do specialists do in CPD programmes for which there is evidence of positive outcomes for pupils and teachers? Report. London: EPPI-Centre, Social Science Research Unit, Institute of Education, University of London. Available online: <http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=2275>

³⁵ Timperley, H, Fung, I, Wilson, A & Barrar, H (2006). Professional learning and development: a best evidence synthesis of impact on student outcomes. Paper presented at: *the Annual Meeting of the American Educational Research Association*: San Francisco, CA, April 7–11.

³⁶ Robinson, V, Hohepa, M, & Lloyd, C (2009). *School Leadership and Student Outcomes: identifying what works and why. Best evidence synthesis iteration (BES)*. Wellington: Ministry of Education.

³⁷ Stoll, L, Bolam, R, McMahon, A, Wallace, M, & Thomas, S (2006). Professional learning communities: A review of the literature. *Journal of Educational Change*, 7(4), 221–258

- learning to learn from looking; putting evidence, about pupil outcomes and from observing teaching and learning exchanges, especially those involving experiments with new approaches, at the heart of PL process;
- active leadership of one’s own and of colleagues’ PL, including its explicit modelling, peer coaching and engaging in enquiry-oriented approaches to development; and
- focusing on why things do and don’t work in different contexts to develop an underpinning rationale or practical theory.

2. Attending to high quality PL and support for it is self evidently a responsibility and entitlement for professionals but not one widely recognised for teachers. Whilst some national professional standards for teachers recognise this explicitly,³⁸ many focus more on what teachers do than on what they bring to their professional lives.

3. One reason the role of teacher learning doesn’t yet sit at the heart of professional identity, or international deliberations about the future of the profession, is that support for PL has been limited in conception and execution. This makes the same mistake about teacher learning we were making 10–15 years ago about pupil learning. It focuses on the teaching (of teachers) at the expense of their learning. Whilst Masters programmes focus on acquiring and investigating a body of knowledge about teaching and learning, they rarely attend directly to the teacher learning process, although the best do help teachers develop awareness of the process of professional learning as a by product of collaborative enquiry. What is needed is explicit development of teachers’ “learning how to learn skills”.³⁹

4. Positioning PL as core to professional practice and identity and modelling it confers status on high quality learning strategies (pupils pay more attention to what their teachers do than what they say). The effective learning processes highlighted for teachers in the international evidence^{40,41} mirror those highlighted for pupils by Hattie. For example, effective work-based PL involves teachers openly making their learning visible to their pupils through active, and increasingly self-directing learning activities that are structured and scaffolded by evidence from, collaborative enquiry, co-coaching or lesson study and by manifesting curiosity about the practices, experiences and understandings of others. Sustained, visible, collaborative PL helps establish a virtuous cycle of development for both pupils and their teachers and helps them reap the rewards of taking responsibility for PL. For example:

- their confidence grows, their teaching becomes more meaningful and responsive, their planning and scaffolding of pupils’ learning helps them support growing independence amongst learners and increase personalised challenge to them; and
- they build professional relationships and a belief in their collective ability to make a difference which reduces isolation and stress and increases their commitment to continuing to develop their practice and experiment with evidence based approaches.⁴²

5. Standards, especially inspiring ones, do help to raise the bar and there is no doubt that establishing ambitious professional standards will be a key role for the College. But the fulfilment of their potential depends upon teachers individually, collectively and as a profession pushing beyond what standards can encompass towards the development and mastery of a body of both professional evidence and theory as a guide to action. A quick scan of the education press and of international evaluations^{43,44} shows that teacher *performance* remains the focus of attention for support for improvement in many countries. But the role of a Royal College for teachers is to propel the profession beyond performance management and its role in raising the floor towards raising the ceiling. Key here is the role of the College in expecting and enabling teachers to make connections between their day to day practice and the professional knowledge base and theory.^{45,46} It is the *development of practice and underpinning theory hand in hand*^{47,48} that enables teachers to gain control of complex pedagogies and genuinely adapt and refine these in ways that meet individual pupil needs.

³⁸ <http://www.teacherstandards.aitsl.edu.au/OrganisationStandards/Organisation>

³⁹ Buckler, N Cordingley, P & Temperley J (2009). Professional Learning and the Role of the Coach in the new Masters in Teaching and Learning Masters in Teaching and Learning (LTL); Technical Report. CUREE. Available online: [http://www.curee.co.uk/files/publication/\[site-timestamp\]/CUREE%20MTL%20technical%20report%20FINAL%20rev.pdf](http://www.curee.co.uk/files/publication/[site-timestamp]/CUREE%20MTL%20technical%20report%20FINAL%20rev.pdf)

⁴⁰ Maddern, K (2012). “Closure on cards for 100s of PGCE courses”. *Times Educational Supplement* (23 January). (<http://www.tes.co.uk/article.aspx?storycode=6167579>), retrieved on 01/07/13.

⁴¹ H Timperley, A Wilson, H Barrar & I Fung (2007). *Teacher Professional Learning and Development: Best Evidence Synthesis Iteration*. Wellington, New Zealand: Ministry of Education. Available online: <http://educationcounts.edcentre.govt.nz/goto/BES>

⁴² Cordingley *et al*, 2005a and 2007c

⁴³ T SCHULLER (2005). Constructing International Policy Research: the role of CERIOECD, *European Educational Research Journal*, 4(3), 170–180.

⁴⁴ Leney, *et al* (2007). *International Comparisons of Further Education*. (London, DFES Publications, RR832).

⁴⁵ <http://www.teacherstandards.aitsl.edu.au/OrganisationStandards/Organisation>

⁴⁶ Cordingley, P (2013). The role of professional learning in determining the teaching profession’s future. In *Seminar series (Centre for Strategic Education (Vic.); no. 222. 1838–8558*. East Melbourne, Vic : Centre for Strategic Education.

⁴⁷ Timperley *et al*, 2007.

⁴⁸ Bell, M, Cordingley, P, Isham, C & Davis, R (2010). *Report of Professional Practitioner Use of Research Review: Practitioner engagement in and/or with research*. Coventry: CUREE, GTCE, LSI & NTRP. Available at: <http://www.curee-paccts.com/node/2303>.

6. In this context the College will have an important role in challenging an over-focus on “common sense” approaches to teaching and learning and an underestimation of the importance of in-depth subject and practice knowledge and of underpinning theory. For effective teachers, who focus on what more could be achieved than on their established, tacit knowledge and expertise, common sense approaches are really internalised, complex and layered ways of responding to needs, based on accumulated professional expertise, analysis and critique. But less effective teachers also assert the importance of “common sense” approaches, often involving unthinking adherence to established routines and resources—and defences against questioning and risk taking. At its worst this results in a “tyranny of common sense”, an intransigent resistance to learning from practices developed and tested elsewhere. The existence of a “Royal” college would be an important defence against such confusion.⁴⁹

Written evidence submitted by the University of Huddersfield

1. INTRODUCTION

1.1 This evidence is submitted by the School of Education and Professional Development at the University of Huddersfield. It should be noted that the University endorses the submission made by the *Universities’ Council for the Education of Teachers*.

2. PROPOSALS FOR A COLLEGE OF TEACHING

2.1 The University supports the proposal to establish a College of Teaching and considers that such a body would have the potential to play an important role in enhancing the professional status of teachers. It is recommended that the relationship of such a body to those teachers employed outside the school sector should be given careful consideration in the context of the articulation between Qualified Teacher Status (QTS) and the designation Qualified Teacher Learning and Skills (QTLS). This is particularly important in light of the continued concern to achieve parity of esteem for the vocational curriculum and associated awards.

2.2 There would be a need for coherence between the roles of the newly established Education and Training Foundation and the College of Teaching.

2.3 The College of Teaching would need to consider carefully the position of unqualified teachers. We recommend that the College should promote the principle that unqualified teachers should be required to seek training and to become qualified before they could be recognised by the College.

2.4 The accurate “tracking” of former trainees poses logistical problems to universities. The College could have an important role in maintaining a national register of qualified teachers that would record first appointments, the maintenance of “good standing” (including safeguarding issues), changes of employment and those leaving the profession. This register could usefully inform policy debates, educational research, institutional evaluations and Ofsted inspection.

3. SCHOOL DIRECT

3.1 The University has established strong teacher training partnerships with both schools and colleges and values the contributions made by its partners who have a vital role in informing the curriculum and ensuring that trainee teachers are able to achieve the highest standards.

3.2 The expansion of School Direct provision has led to confusion regarding the routes to becoming a trained teacher for schools, teachers and prospective candidates. This appears to have had an impact on the overall quality and number of applications.

3.3 There have been several problems with the School Direct system:

3.3.1 Primary school direct places are advertised on the website as “general primary”; this is insufficiently precise. Our early years and KS1 partners have had to process many applications aimed at KS2, which is not conducive to good working relations.

3.3.2 The provision to apply for several School Direct, core and SCITT places at once has led to last minute withdrawal from interview procedures and in some cases from offers. This is extremely frustrating for schools and providers and will lead to unfilled allocations in September.

3.4 More fundamentally, School Direct has made it difficult for universities to plan future staffing requirements and to ensure the long-term maintenance of the expertise that has been built up, including subject specialist expertise and the capacity to undertake educational research. In particular, we fear that subject specialist expertise in areas such as Art, Business, Design Technology, Geography, History and Music will be lost given that trainees will be distributed in ways that do not align with designated expert practice.

3.5 Related to 3.4 above, consideration needs to be given to promoting the importance of higher level awards for teachers which are crucial to the continued professional development of serving teachers and to maintaining appropriate research-led expertise in universities to develop this.

⁴⁹ Cordingley, P (2013). The role of professional learning in determining the teaching profession’s future

3.6 Without repetition here, we would particularly reiterate the concerns expressed in paragraphs 5 to 9 inclusive of the submission made by UCET.

4. OTHER CURRENT ISSUES

4.1 Since 1 September 2012 trainee teachers have been subject to a new policy regarding skills tests in numeracy and literacy. The application of this change to those trainees undertaking their training during 2012–13, the majority of whom applied for their places before the announcement of the new policy, is unfair and we wish to draw this specifically to the attention of the Committee.

July 2013

Written evidence submitted by the National Association of Head Teachers (NAHT)

SCHOOL DIRECT

1. NAHT believes that Schools Direct has a role to play alongside other routes into teacher training to develop the future workforce that can meet evolving school requirements. Many of our members are involved in delivering Schools Direct training and several have reported positive experiences and clear benefits. It can provide trainees with better experience and more confidence in classroom management, which is particularly important now that the rising number of teaching assistants means that teachers are likely to be responsible for other adults as well as children.

2. In our recent edition of our magazine “Leadership Focus”, we outlined that NAHT members who are involved in Schools Direct believe that the programme also ensures that NQTs have much greater understanding of day to day teaching, as they will spend more time in school than on the average PGCE. Our members are often participating because they believe that it offers them a greater opportunity to meet their specific needs for new staff, although it is important to ensure that this is not at the expense of more general and transferrable teaching skills. Some of our members also welcome the opportunity to develop existing staff through the experience of mentoring a trainee.

3. Members have advised that the ideal programme relies on effective collaboration between schools, as the programme is overly complex to justify just one or two PGCE places. However, such collaboration can lead to varying levels of success and complexity. This may explain why, although overall recruitment has been successful, with our own calculation showing an average of five applicants per place even for the less attractive unsalaried programme, there is quite wide variation between regions and subject areas, and some places for 2013–14 are unfilled. The programme needs far better communication to heads about how it works.

4. The benefits to schools have to be significant as, within the salaried route, the funding from the Teaching Agency to subsidise the salary and training package leaves a significant shortfall. Whilst this varies between regions, as an indication, we have calculated that this could represent £9,462 per place in a primary school just outside London. It is difficult for smaller schools to predict their future staffing to a precise enough degree to make this commitment without significant risk, and the opportunities to participate as a group of schools are not widely enough known.

COLLEGE OF TEACHERS

5. Since the idea of a College of Teachers was first mooted by the Commons Education Select Committee in the spring of 2012, NAHT have been one of the leading proponents for the idea. We believe that the development of such a college would advance the teaching profession by promoting teacher’s professional development, providing evidence to inform education policy and bringing together research and practice.

6. We would want to see this as a fully independent body that would create and uphold standards and practice, free of the level of political interference under which the teaching profession labours and which creates so much change and counter-change. It is salutary to reflect on the centralisation of power that has taken place in recent decades under all administrations, to the extent that much is now virtually taken for granted. Some of this change, such as the prescriptive nature of the National Strategies, has significantly undermined the claims of teaching to be regarded as a profession.

7. Developing this idea further should involve reconsideration of what ought to be centralised and ought to be within the domain of a professional body. Many of the elements within the discussion about the merits of creating a College of Teaching are not new. The debate offers an opportunity to define these terms in a constructive and consensual manner, an essential task in formulating a coherent vision of what a College of Teaching would achieve for the education system and its players.

8. A key term that is often poorly defined is “profession” and for NAHT it should be seen not in terms of occupational self-aggrandisement nor as a proxy for competence. We believe that the term is instead centred around the notion of having an appropriate degree of control over occupational content, competence, purpose and practice in return for demonstrating the will and capacity for self regulation.

9. The models provided by established Royal Colleges provide guides but not strict templates. As contributions to “Towards a Royal College of Teaching” stress, established Colleges emerged as children of their age, a distinctive solution to historical circumstances. Once established they achieve vitality by ensuring sufficient flexibility underpinned by core values to respond, adapt and evolve.

10. NAHT would therefore argue that the starting point needs to be debate, analysis and agreement about the contemporary circumstances that trigger the need for a College of Teaching and how it would set about acting upon these challenges.

11. For NAHT, a College of Teaching would not recreate the General Teaching Council for England (and we must learn from this previous experience) but would be a body developed from the ground up, owned by teachers and respected for its independent stance. We believe that it is central to teachers reclaiming their expertise and professionalism, and to influence the development of evidence based education policy.

July 2013

Written evidence submitted by Newcastle University, School of Education, Communication and Language Sciences

SUMMARY

- Newcastle University has many years experience providing training for Primary and Secondary teachers by means of its successful PGCE programmes.
- We have recruited students from across the country but have built up a particularly well respected relationship with schools in the NE of England.
- Our PGCE programmes are provided in the context of a highly rated research active department.
- School Direct is having an adverse effect on our ability to maintain research active staffing levels across PGCE subject areas. This has consequences for the quality of the programme and the quality of teachers.
- The impact to date has been more noticeable in relation to the secondary teachers’ training programme.
- We envisage particular difficulties for schools and ourselves in relation to the development of viable Primary programmes.
- We have grave concerns about the underlying rationale and long term consequences for the School Direct model.

1. OVERVIEW

1.1 To date Newcastle University has been involved in the delivery of School Direct in a relatively small way at Secondary level. We have concentrated on those Secondary subjects for which we already had allocated numbers from the Teaching Agency. For pragmatic reasons we plan to develop this in the forthcoming academic year, largely at Secondary level but also for the Primary phase. We have been successful in building on the very positive relationships we already have with our partnership schools in order to co-design a programme which is both flexible and rigorous. There is no doubt, however, that the greater emphasis on provision being “school led” has entailed reconfiguration of governance agreements and a tension between the role of the provider (the HEI) as the recipient of Ofsted inspections regarding the quality of training and that of the Lead schools for SD who have a dominant role in deciding the content of the training. The involvement in the selection process, administration and design of the future programme has been resource intensive and taxing for the HEI consisting of unpredictable demands and engagements. This pressure has also coincided with a reduction in staffing due to the decline in allocated places for Secondary subjects in particular.

2. IMPACT

2.1 So far, to date, the impact on our “traditional” Primary PGCE provision has been relatively small with SD trainees joining many of the core sessions and largely following the same overall programme. However, due to the significantly reduced allocation of students for PGCE programmes at Secondary level the effect has been much more profound and necessitated a radical overall of the Secondary PGCE provision. This has been accomplished to enable the delivery of a common central programme integrated with subject specific training. It is worth pointing out that the new range of secondary subjects within our “menu” has meant the buying in of expertise from other HEIs which has serious repercussions for future planning, viability and economies of scale.

2.2 We also foresee that the School Direct model faces much more considerable organisational difficulties in the Primary sector. The range of subject areas to be covered vis à vis the size of schools that might in principle recruit students make forward planning and delivery highly problematic.

3. FUTURE PLANNING

3.1 The unpredictability of the numbers and subject composition of any future School Direct involvement will make it difficult to plan and staff such programmes consistently. Any business case for the appointment of new staff will depend upon short term predictions rather than more solid assurance. This means that in some HEI's the staffing of any programmes will shrink until they become unviable in any meaningful or high quality fashion. There are also collateral risks to research and evidence informed teaching and thus, ultimately, to the quality of the teaching workforce.

3.2 The greater role for subject pedagogy "training" within schools themselves has the danger of merely repeating what is known rather than engaging with the broader and more fundamental issues of which HEI staff have knowledge and expertise derived from their own scholarship and research. The loss of allocated numbers for some secondary subjects in particular together with the "moveable feast" of School Direct subject involvement from year to year means that valuable, knowledgeable and experienced HEI staff may be lost forever to teacher training.

4. EFFECTS FOR STUDENTS

4.1 The requirement for Teaching Schools to expand their involvement in teacher training may have some advantages but the current uncertainty about the nature of the "offer" that is being made to applicants may result in individual disappointment and dissatisfaction. The link between the "reasonable expectation of employment" and the desire to expand numbers almost willy-nilly seem to be potentially contradictory aims. We are concerned that there will be longer-term adverse effects for students trained in the context of one school. The knowledge and skill acquired in that context may not provide sufficient range and depth to enable them to generalise practice and to develop their professional expertise in moving on to other posts and responsibilities in schools across the country.

5. LONG-TERM CONSEQUENCES

5.1 The role of the HEI provider as being the "gatekeeper" of the profession has become a more contested area and one which is difficult to maintain given that the Lead Schools for SD are very aware that in the market place they are the purchasers of available services. Unsurprisingly much discussion can focus on "price" rather than sustained quality of provision and lasting partnership. We remain unconvinced that the influence of economic thinking and models is compatible with educational and social development. While the "outputs" of the developing models may be more easily measured, the quality of "outcomes" for children and teachers are more doubtful. The increased commodification of education is likely to lead to reduced trust, teacher commitment and morale.

July 2013

Written evidence submitted by Association of Teachers and Lecturers

ATL AND EDUCATION POLICY

1. ATL, as a leading education union, recognises the link between education policy and our members' conditions of employment. ATL champions good practice and believes that teachers as professionals must be recognised for their knowledge, expertise and judgement, at the level of the individual pupil and in articulating the role of education in increasing social justice.

SCHOOL DIRECT (SD) SCHOOL CAPACITY

2. Members and staff in schools where School Direct already operates already describe their schools facing the "constant challenge of capacity",⁵⁰ including the organisational role of setting up the supporting infrastructure needed.⁵¹ SD requires significant investment in the professional development of staff mentors who fulfil a key role. It also requires adjustments to the workload of staff to support their access to continuing professional development (CPD) so that they can better support the learning and experience of SD trainees.

EXPECTATIONS

3. ATL is concerned that there is a mismatch between trainees' expectations and what schools can realistically deliver. The DfE's website tells potential applicants that "your school...will have a job in mind just for you" yet leaders in SD schools are clear that "there's no guarantee of a job for School Direct trainees".⁵² If schools do meet these expectations of a job, then many will soon reach their capacity to take on new trainees. It also risks schools taking on their trainees on short-term contracts leading to less stability/continuity for children and wastage in terms of teachers having no jobs to go on to.

⁵⁰ Quote from Head of Arthur Terry School, in "School Direct: a new approach to teacher training", Nick Bannister, in National College's *Idr* magazine, June 2013

⁵¹ Reported in article above

⁵² Reported in article above

IMPACT ON HEIs

4. While HEIs have worked hard to support SD programmes in their linked schools, they have suffered from the DfE's single-minded emphasis on the SD route, to the detriment of HEI routes. With places re-allocated to the SD programme, HEI allocations have shrunk, resulting in the reduction of HEI courses. This has particularly affected the range of courses which HEIs have been able to offer.

EVIDENCE AND EVALUATION

5. ATL is concerned, that as with many of the recent education programmes, there has been insufficient evaluation of the programme with little review of evidence from the pilot stage; instead, the pilot has been immediately proceeded by a large-scale rollout of the programme. This is now compounded by a lack of proper monitoring around current SD recruitment. Unlike HEIs, there is no requirement on SD providers to inform the DfE of their recruitment figures and no incentive to keep those figures up to date. On figures that currently exist,⁵³ there is concern at the increasing probability of a shortfall in trainee numbers with the inevitable impact this will have on teacher supply numbers in the year ahead.

RISKS OF A SCHOOL BASED APPROACH

6. As ATL stated in our earlier submission to the Select Committee,⁵⁴ ATL members are concerned that an imbalance in ITE provision towards classroom based training will undermine efforts to expand professional learning on child development and SEN, which involves deeper-level theoretical understanding. Classroom-based training without appropriate/sufficient HEI input, will be limited to direct experience, potentially only in one school, thus limiting students' range of learning, understanding and experience. There is also the risk that some SD school leaders will be involved with SD "to ensure recruits who understand our school":⁵⁵ but will this produce recruits who understand teaching and learning in different school contexts? Training needs to ensure transferability of approach, understanding and skills to ensure a high-quality profession.

HIGH QUALITY ITE

7. Initial teacher education needs to provide students with a good grounding in subject pedagogy, child development, understanding pupil behaviour, SEN, early stage approaches, assessment which supports learning. It needs to be based on evidence and encourage critical and reflective practice. These needs must be met by all ITE routes and we are concerned that an overemphasis on the school route places a huge burden on a system which must also focus on the education of children and young people.

PROPOSED COLLEGE OF TEACHING TEACHER PROFESSIONALISM AND AGENCY

8. ATL strongly supports the vision for a new professional body for teachers with the aim that this will drive forward a more positive view of teacher professionalism. Teacher agency is a key part of this view and therefore we believe that such a body should be independent and member-driven and we welcome the vision set out in the recent College of Teaching proposals. Further, ATL also supports a vision for the College which extends that professional agency to key areas such as teacher standards and which works for policy and practice based on evidence rather than short-term, and politically-based ideology. In order for the College to have authority around key aspects of teaching and the role of teachers, it needs to be independent and should therefore be funded through membership fees and should support the qualification of teachers as a base standard for membership.

TEACHERS' PROFESSIONAL DEVELOPMENT

9. ATL supports the vision outlined for the College of Teaching which promotes the professional career-long development of teachers. We believe that teachers should have access to a framework of teacher professionalism which builds on the foundations of teachers' initial professional education and recognises life long professional development. A teachers' professional body should have a strong element of CPD within its remit; as a promoter of CPD quality and to promote teachers' access to, and opportunities for, high-quality CPD. ATL also strongly supports mentoring as a professional vehicle for reflection and development and thus agrees with the proposed College of Teaching's model of development which includes the provision of guidelines and training for mentoring.

INFLUENCE AND REPRESENTATION

10. ATL believes that a College of Teaching should be a proponent of evidence based practice, seeking to advise policy-makers on the results, whether in areas of teaching practice, ITE, curriculum, assessment, inspection, teaching pupils with SEN etc. To build its evidence base, and indeed its influence, it should base its work on partnerships and networks, with professional unions, subject associations, HEIs etc. and directly

⁵³ Howson and Waterman, "Teacher Training Places in England: September 2013"

⁵⁴ ATL submission to Select Committee on Attracting, Training and Retaining the Best Teachers, 2011

⁵⁵ ATL Member "School Direct" Survey 2012: 39.7% of respondents cited this as a reason their school planned to participate in School Direct.

with the profession itself. The governance structure of a professional body for teachers should also reflect the range of evidence and influence it hopes to capture; covering the primary, secondary, SEN, independent, FE and Early Years sectors.

CONCLUSION

11. ATL and AMiE (ATL's leadership section) are concerned that the teaching profession is facing increasing challenges including the undermining of the QTS status and a risk to initial training routes with likely impact on future teacher numbers. SD must be reviewed with urgency to assess its impact on ITE. ATL are also submitting a separate response to the Select Committee regarding SD recruitment. ATL strongly supports the vision of a College of Teaching which will provide teachers with an independent voice and agency to promote a qualified and evidence driven teaching profession.

July 2013

Further written evidence submitted by Association of Teachers and Lecturers

1. ATL is extremely concerned that the Government's policy to reform teacher training—to train more teachers in schools as opposed to at university—will result in an imminent shortage crisis if urgent action is not taken. Current indications are that this more market-based approach is increasing both volatility and uncertainty over the supply of teachers. The National Audit Office warning in March 2013, "that a quarter of a million extra school places would be needed in England by autumn 2014" (Mansell 2013; Wilford 2013). Projections for the next five years estimate that over 700,000 extra children will "enter primary level education in the maintained sector—with an additional 150,000 pupils expected to join secondary schools" (Wilford 2013). In response, the Shadow Education Minister Stephen Twigg stated "that an extra 15,000 teachers are needed by 2014–15 to meet this challenge" (Wilford 2013).

2. In July 2012, the DfE "announced a huge expansion of SD this September, increasing from 300 to more than 6,000 places, while university-led provision is set to fall 7% this September, from 28,000 to 26,000 places" (Mansell 2013). This has had a drastic impact on certain subjects, as figures published in November 2012 show: "the number of university courses funded to train secondary English teachers, was halved, from 54 to 28. Nine university history teaching courses and 11 for geography, lost their funding" (Mansell 2013). ATL believes the SD system lacks the efficacy required to match the acute demand for trained teachers with adequate supply, however. "Teacher Training Places in England: September 2013" shows that vacancies remain for all subjects and are especially high for key subjects. For example, in June 2013, on the training route, only 27% of maths vacancies were filled, 28% for chemistry and 15% for physics. This compares to 29% for maths, 25% for chemistry and 15% for physics on the salaried route. Physical education recruited the most for the training route, at 66%, while art recruited the most for the salaried route, at 75% (Howson 2013; Lepkowska 2013).

3. In June 2013, Professor John Howson demonstrated that the problem is one of a lack of acceptances onto SD courses rather than a shortage of applications. His statistics show that "around 20,000 applicants had made more than 64,000 applications to become a teacher through the new SD route"; but only between 2% and 9% "of applicants appear to have been offered places so far. This is a much lower proportion than for the courses offered by universities through GTTR" (Howson 2013). For example, on the SD Salaried route, 11% of places for chemistry were filled by Easter, which represents "just 4% of applicants being offered places. By comparison on the GTTR courses 46% of the applicants had been offered a place" (Howson 2013).

4. In addition there has been a steep decline in the number of students applying to undertake postgraduate courses. Statistics published by HESA in 2013 show that there has been a 3% fall in the number of all students (both UK and non-UK) applying to all modes (both part and full-time) of postgraduate study in 2011–12. Part-time courses have suffered in particular: a 7% fall for UK students, a 4% fall for other EU students and a 10% fall for non-EU students (All student enrolments on HE courses by level of study, mode of study and domicile 2007–08 to 2011–12, 2013). GTTR data show that applications for all courses in the GTTR scheme for England, Scotland and Wales in 2012 fell by 10% on the previous year, down from 61,900 to 55,502 (2012 Annual Statistical Report). DfE statistics for AY2011/12 show that English and drama only met 79.5% of its recruitment target, while maths, a shortage subject, fared slightly better at 85.8% (Initial Teacher Training Places by Subject, 1990–91 to 2012–13; Recruitment to Mainstream Initial Teacher Training Courses, 1990–91 to 2011–12).

5. The effect of this fall in numbers of graduates applying to undertake teacher training course is now being felt across British schools. In June 2013 Recruitment agency, Randstad Education, stated that "there were on average 41,000 temporary teachers working in British schools each week, compared to 37,200 in the same period in 2012". "The biggest increases were found in secondary schools, which relied on 17% more supply teachers than last year" (Marsden 2013).

6. ATL is extremely concerned that teacher training reform will result in lower professional standards for teachers, and ultimately lower educational outcomes for children. For example, the Chief Inspector's 2009–10 *Report* on initial teacher training states as its first key finding: "there was more outstanding initial teacher education delivered by higher education-led partnerships than by school-centred initial teacher training partnerships and employment-based routes" (Hodgson 2013: 2). The reform has been severely criticised by

head teachers “who are concerned about poor quality applicants and ‘cumbersome’ bureaucracy” of the SD programme; and “ASCL has reported significant regional variations in the quality of applicants” (Maddern 2013). We believe that the large number of unsuitable applicants applying to SD is a direct consequence of the erosion of the important quality assurance role that universities currently exercise before applicants are accepted onto a PGCE course.

7. In 2012, the National Association for the Teaching of English surveyed members to gather views “of the likely effect of these changes on the training of English teachers” across the education sector. 730 individuals completed the survey by the end of April 2013. The key findings were:

- (a) “Only 19.5% of respondents believe that a school will possess adequate intellectual resources relating to subject knowledge. Even fewer (10.8%) believe that a school will possess adequate intellectual resources relating to education. Less than one-fifth (17.8%) think that a school will be able to provide teachers qualified to act as tutors to trainee teachers. Just over a third (36.1%) of respondents believe that a school will be able to provide teachers qualified to act as mentors. Only 2.6% of respondents believe that a school will have time to carry out these new responsibilities” (Hodgson 2013: 4).
- (b) “University-based training provides not only subject knowledge but also an understanding of the purposes of education that, according to 82.7% of the respondents, will be reduced by a move to a school-based system. A NQT said: ‘Underpinning any good practitioner is an understanding of pedagogy, psychology, behaviour, and of course subject knowledge. [This] is a burden that simply should not be put on schools’” (Hodgson 2013: 6).
- (c) “A summative question asks whether respondents believe that the quality of teacher education in England will overall become better or worse. 91.5% of respondents believe that teacher education will be worse—of whom more than half think that it will be much worse” (Hodgson 2013: 9).
- (d) “John Hodgson, NATE research officer and the study’s author, said: ‘Many of the respondents have written passionately of their shock and dismay that professional teacher education and training in England is to be dismantled overnight.’ He added that in academically successful countries, such as Finland, teachers are required to have a Master’s degree” (Lepkowska 2013).

8. A large majority of respondents thought the situation would deteriorate when asked about employment issues. One student teacher asked, “how can schools ensure that the quality of training is equal in all institutions”? A university lecturer states, “on the difficulty of regulating training provision in the new circumstances, ‘The lack of [the kinds of] national guidance that we have had with previous standards means there is scope for variation across the whole of the UK’” (Hodgson 2013: 8–9).

9. ATL is also apprehensive that there is a mismatch between trainees’ expectations and what schools can realistically deliver. The DfE’s website tells potential applicants that “your school...will have a job in mind just for you” yet leaders in SD schools are clear that “there’s no guarantee of a job for School Direct trainees” (Terry 2013).

July 2013

**Written evidence submitted by Professor Michael Day: Director, School of Education,
University of Roehampton**

INTRODUCTION

1. This submission is intended to supplement those from TEAG and UCET, drawing on the experience of the School Direct (SD) partnerships led by University of Roehampton. It offers observation from our perspective on a number of the policy objectives of SD.

SCHOOLS COMMISSIONING ITT FROM HEIS

2. A clear intention of the SD policy was that schools would have major involvement in designing and delivering ITT for their trainees. Our teaching school alliances have been keen to engage in this process, and some of the subsequent discussions and negotiations have challenged the thinking of both parties. It is clear that working so closely with schools has allowed us to draw more heavily on their expertise and capacity, and will strengthen our “core” PGCE programme. The feedback from schools is that they now have a much greater understanding of, and respect for, what Roehampton can offer in ITT. To achieve this aim has taken a large investment of time and effort by the University and schools—drawing heavily on good will and substantial, unfunded, commitment of resources by both partners. The result is an SD programme with three models of partnership:

- *Professional*—Roehampton provides the full PGCE training programme;
- *Integrated*—schools play a major role in programme design and delivery in partnership with Roehampton. Training delivered both at schools and Roehampton;

- *Alliance*—the teaching school alliance designs the programme with help, QA and validation from Roehampton. Most of the training is delivered by schools, with some Roehampton input.

3. Clearly, schools joining the Roehampton SD partnership in subsequent years will reap the benefit of all the investment required to reach this point, and a range of issues around intellectual property rights remain to be resolved.

4. A major feature of the joint working has been the understanding by schools that their staff delivering ITT to adults require additional support and training to work at this level. They are keen that Roehampton works with them to provide staff with bespoke masters accredited training which can count towards a professional masters degree (we would expect staff to undertake this training successfully if they are to teach the masters credits elements of the PGCE). Working with our schools, we have jointly designed the qualification and have proposed to the NCTL that they use funding from the National Scholarship Fund (which supports teachers in masters level study) for this purpose.

5. The issue of who is the “customer” remains unresolved in SD. It is the trainee who provides the funding for the SD training programme route, but the school that spends the money on the trainee’s behalf but without reference to the trainee. There is some anecdotal evidence that schools are becoming aware of the need to offer a PGCE with masters credits, not only for its intrinsic value as a training route, but also to attract strong candidates. More NCTL advice to trainees on how to “shop-around” for the best training, and ensure that their money is being spent on training that is generic enough to fit them for a range of schools, would be helpful.

6. The decision by Ministers to balance the removal of the supernumerary requirement for salaried SD with a cut to funding has proved difficult for our primary schools. Our partner schools are keen to provide a PGCE with masters credits to their salaried SD trainees, but because of the financial pressures have considered the option of QTS-only training provided by some of our competitors, even though they acknowledge that this is a lower quality route.

SCHOOLS RECRUITING TRAINEES

7. The aim of schools acting as “gatekeepers” to the profession has been largely realised. We have previously made extensive use of school colleagues to support recruitment to our programmes, but recruiting an SD trainee as a potential teacher for the school has sharpened the decision substantially. We have been very impressed by the rigour of the selection processes used by our partner schools—often using similar processes to those used to recruit teachers. But this has imposed major burdens on schools. They have relied on the goodwill of Roehampton to undertake the preliminary screening of unsuitable candidates—about half—but the work of multiple assessment days, candidates “shopping around” and holding more than one offer, plus the need to keep the recruitment process open until late in the school year, has proved very demanding. Some schools also expected trainees to be almost “classroom ready” rather than understanding how to spot potential. It is clear from feedback from our schools that they are finding the burden of recruitment to be heavy and this may develop into a factor affecting their “appetite” for SD places.

8. Although cheaper for the DfE, requiring candidates to have applied for a place before they can take the QTS skills tests has placed an additional burden on schools. Once the more rigorous tests are introduced in September 2013, it would be helpful to schools to require applicants to have passed the tests before making applications.

9. The lack of understanding by schools of subject enhancement courses (SKE)—without which a large proportion of maths and physics places would not be filled—and many SKE courses being filled early in the year, so not available for later applicant SD candidates, added to the difficulties of filling shortage subject places. Roehampton would have been willing to expand its SKE provision to meet this need if NCTL funding had been made available. The decision to guarantee (and advertise) only those SKE places delivered by Outstanding providers will add considerably to the risk of not filling shortage subject SD and “core” places.

10. Although logistically the NCTL decision to concentrate SD places in teaching schools is sensible, it does have the perverse effect of giving the best schools the “first pick” of the best recruits. Previous administrations have made a priority of encouraging the strongest recruits to work in the most challenging schools. Ministers have made it a selling point of SD that it gives Outstanding/Teaching Schools (many not in challenging circumstances) first pick of the strongest recruits. The original policy work around SD developed from an approach (“ticket-to-learn”) to the problem that some schools, particularly in areas where teacher recruitment was difficult, found it hard to join EBITTS, with their scarce and valuable GTP places. The notion was to give them a fairer access to high quality recruits. Even within teaching school alliances, sharing the limited number of high quality shortage subject trainees between schools is already proving a severe test and has the potential to de-stabilise teaching school alliances.

11. A major issue going forward will be the sanctions on schools for under-recruiting to SD. Some of our schools have closed their books despite having empty SD places. This has implications for our resourcing—we can’t risk recruiting staff if schools are content to leave places unfilled—and for national teacher recruitment if places used for SD are not filled. These are early days, but clearer guidance on sanctions for under-recruitment (and for not offering employment) would be helpful.

HEIs AS “FULL SERVICE” PARTNERS FOR SCHOOLS

12. Our schools are keen to work in close partnership with us across ITT, CPD and school improvement activities. For ITT, they are keen for us to support them across the whole range of secondary subjects. We are unable to do so, because the NCTL does not award us core places in some subjects, such as music, PE and Art. The NCTL offered us five places for geography to support our five SD places (a financially viable cohort is around 20) but only for one year with no guarantee beyond that. We advertised for a member of staff to lead this area, but decided that the risk was too high and did not appoint. This year, we were inspected under the new Ofsted framework and dropped from Outstanding to Good on our secondary provision. All our secondary places are now at risk—major cuts in places would leave our courses unviable and make it more difficult to retain the capacity to support SD places. To make SD university/school partnerships viable and sustainable, with expert capacity on both sides, NCTL needs a longer-term strategy of investing to create “full-service” providers of those, like Roehampton, that have committed heavily to SD and have strong support from partner schools.

July 2013

Written evidence submitted by the University of Wolverhampton

EXECUTIVE SUMMARY

- The University of Wolverhampton works in close partnership with schools and colleges to ensure we meet their needs. Our postgraduate teacher training programmes are primarily school based.
- We value the multiple routes into the teaching profession, and support School Direct as one of those routes.
- We believe that the rapid expansion of School Direct has been insufficiently planned and executed by the NCTL and moving to one sole route of entry to postgraduate teaching training could lead to a significant shortfall in teacher supply.
- Many schools within our region have withdrawn their offer for School Direct places due to the financial short-fall they will face. This is particularly the case for primary schools.
- It is our experience that many of our partner schools are reluctant to engage more fully in ITT because they need to focus on other areas, such as school improvement. They do not want to take a lead role on teacher training and prefer to work with us on our more traditional ITT routes.

1. The University of Wolverhampton values the multiple routes into the teaching profession which enable the University and partners to find the appropriate training programme based on trainee teachers’ needs. We would encourage that these multiple routes into the teaching profession are maintained.

2. The University fully supports collaborative arrangements in the training of teachers with partnership schools and colleges; it is something that we have done for many years. Our postgraduate teacher training programmes typically comprise 120 days of school based training and 60 days centre based training (normally HEI based but often in other educational settings). In essence our postgraduate programmes are very much school based as are similar programmes in HEIs in England. Our partnerships are central to the work that we do in order to meet schools’ and colleges’ needs, so that we provide the very best trained teachers for children, young people and adult learners.

3. To further enhance our school and college partnerships, the University established a Teacher Education Advisory Group (TEAG) in May 2012 chaired by the head of an outstanding secondary school and designated teaching school. TEAG comprises head teachers from outstanding schools, designated teaching schools and college leaders from our region and where we meet teacher supply needs. TEAG supports, challenges and advises on ITT matters and was identified as a significant strength of the University’s partnership in our March 2013 Ofsted inspection.

4. In September 2012 the University seconded an experienced ITT colleague to the Orchard Teaching School Alliance to support the development of the six teaching school foci and with a particular brief to develop ITT, school to school support and continuing professional development. This has been very successful and was highlighted as outstanding practice in the Universities Council for the Education of Teachers (UCET) annual report 2012. The University is also at the forefront of partnership development with special schools and pupil referral units (PRU) as part of a project with the National College for Teaching and Leadership (NCTL) with a major focus on behaviour management. These partnerships are having significant impact on the quality of our training as reported by Ofsted in March 2013.

5. The rapid expansion of the School Direct programme, salaried and training routes, has been insufficiently planned and executed by NCTL, as recognised by UCET. It is the University’s view that an expansion on a scale that seeks to move toward a sole route for postgraduate teacher training has not been sufficiently thought through or evaluated. The consequence of having a sole route for teacher training is a reduction in the choice of training routes for our partnership schools and colleges which threatens teacher supply for the Black Country region in which we serve. The current success of our ITT routes is demonstrated through the very high retention

and employment rates achieved in our regional partnership of schools, with employment rates currently standing at circa 98%.

6. NCTL claim that the rapid expansion of School Direct reflects the demand for places from schools. It is correct that the demand for places from students has been high. The University of Wolverhampton has received to date in excess of 2,400 applications for 90 places allocated to us through School Direct. However the quality of applications has been relatively poor and many of the applicants have not met the necessary ITT requirements for entry and we are experiencing difficulty meeting target numbers. Moreover applicants and schools have been insufficiently briefed by the NCTL regarding funding and criteria for applications, both of which have also been changed halfway through the academic year. Some schools and applicants have assumed that School Direct is the only route into teaching, possibly stimulated by the aggressive marketing of this through the media and by NCTL contacting live applicants to core ITT places through personal e-mail accounts.

7. The University of Wolverhampton is working hard to recruit and select the very best applicants for School Direct with partner schools and colleges, however this process is not without its problems, not least the administrative time and resource involved when a number of interested parties are collectively involved in the process.

8. Clearly there is a lack of understanding from schools of what each route into teaching comprises. Our experience has shown that a number of schools who originally requested School Direct salaried places have withdrawn their offer once they have realised that they will have a financial shortfall per trainee: this shortfall is normally around £6,000 per trainee. Primary schools in particular cannot afford the “on costs” and many have transferred to the School Direct tuition route or withdrawn their offer altogether.

9. School Direct has quite rightly given schools the autonomy to devise bespoke training programmes but this does not always fit well with providers who are working with multiple partners, quality assurance becomes difficult to guarantee and providers are reticent to relinquish proven programme design when they are answerable to Ofsted. In short, schools have been given increased autonomy without accountability.

10. The University of Wolverhampton works within a region of circa 15 local authorities, some in very challenging socio-economic areas and particularly our partnership schools in the Black Country. Many of our partner schools are reluctant to engage more fully in ITT due to their focus on school improvement and many schools are struggling to reach national benchmarks. Consequently a number of our partner schools are “comfortable” working with us on our traditional ITT programmes and do not wish to take a lead role in training future teachers.

July 2013

Written evidence submitted by the Academies Enterprise Trust National Teaching School Alliance

EXECUTIVE SUMMARY

The Academies Enterprise Trust National Teaching School Alliance is fully behind the School Direct initiative as part of a school led approach to improvement. There have been teething problems, which will improve with time. Issues with the portal however have not been resolved and will have a detrimental impact of the AETs ability to attract high quality trainees.

1. THE PORTAL

1.1 The Academies Enterprise Trust/Columbus has only one URN number representing 72 academies across England.

1.2 This has resulted in all applicants being led to believe that training only occurs in the Chelmsford area.

1.3 This has significantly reduced the number of trainees applying to our academies across England.

1.4 Despite a meeting in January to try and resolve this issue with the Teaching Agency, we have yet to receive any guidance as to how the complexities of this year can be avoided for the next round of School Direct.

1.5 Changes to the portal are very slow.

2. PROVIDERS

2.1 The best ITT providers set up a central VLE which hosts application forms, return forms, costings, partnership agreements etc with a personal log in which ensures applications can be processed quickly. Eg Institute of Education.

2.2 The best ITT providers encourage academies to contribute to training programmes but this is not consistent.

2.3 Not all providers are willing to work with “require improvement” schools, which will ultimately affect recruitment in the very academies that need high quality staff.

3. TEACHING AGENCY

3.1 Whilst some staff are very helpful on the telephone, others do not answer either phone calls or e-mails.

4. FUNDING

4.1 Primary academies cannot afford to meet the costs of a salaried position hence very good candidates have been lost.

4.2 Business and D&T candidates are often mature applicants who are currently in jobs. With no funding available, academies are not in a position to offer salaried places. Again experienced candidates are lost.

4.3 Academies are put off salaried places due to costs to schools. Many presumed funding would be similar to the GTP model and cannot cover the additional costs now required.

4.4 The Provisional funding documentation does not break down payments to individuals therefore contributing to additional administrative work where one provider is working with more than one academy.

4.5 Most academies will opt for mainly School Direct (training) places in the future.

5. ADMINISTRATION

5.1 For a large national chain of academies, the administration was initially overwhelming, although we now have systems in place to cope with the demands.

5.2 Administration/telephone calls/e-mails would be reduced if the portal issues were addressed. Too much time is spent explaining to candidates why the place they see on the portal is not in the area that they searched for.

July 2013

Written evidence submitted by the Sidney Stringer Academy

1. The quality of candidates applying for School Direct places has been inconsistent and generally weak. Whilst we have made two strong appointments for a salaried English place and a training History place, the overall quality of many of the fields has been weak. This is particularly the case in Maths and Science for which we have not filled either our training or salaried places.

2. The quantity of applications is low. We have advertised through our website, Warwick university website and as part of our partnership with West Coventry schools but we have not received as many applications as we would have liked, particularly in shortage areas such as Maths, English and Science. In addition, places for PE have been highly competitive and easily filled yet there is certainly no shortage of PE teachers in Coventry. I believe there are still issues with a lack of publicity and knowledge nationally regarding this scheme.

3. The administration of the application process has been lengthy and cumbersome. This is the first time that schools have been responsible for selecting students at this initial stage, and many do not meet the requirements needed. It is also lengthy and time-consuming to fully ascertain the level and quality of qualification of international students. In order to ensure a smooth administrative process the school needs to appoint further administrative support, which brings with it associated cost implications.

4. We have worked with Warwick University as our ITT provider. There has been some considerable delay between trainees being approved at school level and them then being approved at university level. Students have been approved at school level and then failed the university literacy and numeracy tests. In addition, due to the slow turnaround time from the university some trainees have secured training places elsewhere. For example it took from March-June for our salaried English trainee to be approved as he had to wait for the next round of skills tests to be scheduled.

5. We have recruited for School Direct places through a partnership with other schools in the west of Coventry. However, it is clear that even within Coventry, schools are not applying the same criteria for trainees when recruiting. For example, some schools are ignoring the three year rule of relevant work experience before appointing salaried places whilst others are applying the rule consistently and as a consequence losing quality students who would in the past have trained along the GTP route. Advice from the DFE has been variable, and depending on whom you ask you can receive a different answer and advice that tells you to be more "flexible" in applying the three year rule.

6. We bid successfully for training places in Maths, English, Science, History and MFL and salaried training places in Maths, English and Science. However despite investing time in the application process we have only appointed to English salaried and History training. We are concerned that this is a similar picture nationally and that there will be a shortage of trainees for the coming year. Indeed, Warwick as one of our ITT providers are not running their PGCE History or English courses next academic year.

EXECUTIVE SUMMARY

- Quality of candidates is inconsistent and often poor.
- Quantity of applications is poor.
- Time needed for administration of it and the need for appropriate clerical support and funding.
- Delay in Universities approving trainees once approved at school level.
- Inconsistency between schools in applying criteria eg, three years relevant work experience and the need for more clarity.
- Training places unfilled.

July 2013

Written evidence submitted by the University of Roehampton

Our admissions and operations teams reported the following issues on the administration of SD places to start in AY 13/14:

Negative

- Lack of foresight into potential demand for School Direct places made planning appropriate staffing levels this year particularly difficult;
- The former TA (now NCTL) portal was not “user-friendly” and applicants reported a lack of comprehensive information, meaning confused applicants relied on the HEI to fill the “information gap”;
- The application portal did not collect enough information, and was incompatible with existing PG application systems, meaning additional mechanisms needed to be established;
- Setting up parallel systems and processes (to align school partners and HEIs) was difficult within tight timescales;
- Establishing clear communication channels between partner schools and HEIs, and clarifying roles and responsibilities, took up a disproportionate amount of HEI staff time;

Positive

- Partner schools have established rigorous recruitment and selection processes, testing a wide range of skills and abilities;
- Partner schools have recognised the complexity of the recruitment and selection work HEIs undertake;
- The partnership between partner schools and HEIs has been strengthened.

Our admissions and operations teams raised the following issues regarding the administration in AY 13/14 of SD places to start in AY 14/15:

- The new UCAS Teacher Training system sets very short turnaround times—40 days from the date of application to the date of offer—which we and our partner schools are concerned will impact significantly on the workloads of all involved. For HEIs, The changes will also have huge impacts on the PGCE process as this will also have to align with the 40 day timeframe;
- The new UCAS system will allow applicants to apply to individual schools within Alliances; our Lead Schools have expressed concern at this, reporting that for Alliances to work properly Lead Schools must be able to control how applicants are placed within each Alliance;
- Roehampton staff have met with all partner schools over the last month to review the processes used this year and discuss mutually-beneficial changes for next year. Even having done this, all parties feel meeting the 40 day deadline proposed by UCAS—without the ability to put “stops” on outstanding applications—is going to be difficult.

July 2013

Written evidence submitted by Leeds Trinity University

BACKGROUND

1. Leeds Trinity University has its origins as a teacher training college, and has a strong reputation for teacher education with schools regionally. The institution has worked with schools over many years to build strong, sustainable partnerships that deliver high quality primary and secondary teachers via our undergraduate, post-graduate and SCITT programmes. Leeds Trinity has had some of the highest employment rates in the region and NQTs consistently judge our provision very highly.

2. As an institution, Leeds Trinity remains committed to ITT in all its forms and has engaged positively with School Direct. From September 2013, we will be working with schools, academies and Teaching School Alliances to offer over 100 School Direct places across the region.

ISSUES WITH THE SCHOOL DIRECT APPLICATION PORTAL

3. For September 2012 entry, School Direct providers could use their own application system. Though requiring some initial investment of time, this allowed providers and schools to design paperwork and procedures that met their needs and context.

4. For September 2013 entry, School Direct applicants had to use the School Direct applications portal. This portal was introduced too hastily and without sufficient guidance for schools or providers. Partly as a result it has not been fit for purpose for applicants, schools or providers. Key issues with the portal included:

- (a) **No restriction on the number of applications.** Though we were informed that applicants could only apply for a restricted number of School Direct programmes, it became clear that many applicants had submitted many applications.
- (b) **Lack of integration with the GTTR.** Many applicants contacted us to ask if they could transfer their GTTR application across to the School Direct portal. This was not possible as the two systems were completely independent of each other.
- (c) **No requirement for references.** The GTTR application system automatically requests referees for references and adds these to application forms. The School Direct portal did not, meaning significant delays for applicants after application as providers had to obtain references.
- (d) **Restricted search options.** We are working with two large Teaching School Alliances, one of whom offers School Direct placements in many schools across a wide geographical area. The School Direct portal restricted applications to this partnership as it only listed the Teaching School, suggesting that training was only offered at the one school in the one area.
- (e) **Inability to close applications to subject areas.** Most of our School Direct partners offer training across a range of subjects. Recruitment to most subject areas has been rapid whilst admissions to shortage subject areas have been slower. Schools have obviously wished to signal to applicants that there are no more places in, for example, PE but mathematics is still recruiting. Unfortunately for applicants this is not possible.
- (f) **Lack of ability to manage users and user access.** Leeds Trinity works with a range of schools to offer School Direct. Obviously we need to allow school colleagues to see applications for their School Direct partnership. However, whilst it is possible to create new users, it has not been possible to restrict access to a certain school partnership—users can view all applications to all Leeds Trinity School Direct programmes, or none at all!
- (g) **Lack of automatic alerts to applicants.** The GTTR system alerts applicants by email when decisions regarding their applications have been made by providers. The School Direct portal does not do this, meaning that the application process has been lengthened again for applicants.

POOR COMMUNICATION WITH PROVIDERS

5. From the genesis of School Direct university providers have been excluded from regional meetings, School Direct bulletins and other key communications from the NCTL to schools. We understand that School Direct is school-led provision, but do not understand why providers have been left to hear important announcements about School Direct, and the applications portal, second-hand from school colleagues. In some cases, providers have not even been invited to marketing events. This has led to significant difficulties for schools and providers when attempting to communicate a consistent message to applicants.

6. No doubt due in part to the over-hasty introduction of School Direct, much important information has been communicated late, or incorrectly, to schools, providers and applicants. For example, we were informed of our ITT allocations for September 2013 on 2 November 2012; on 11 November 2012, we were provided with a “demo version” of the application form; and on 14 November 2012, the School Direct applications portal opened for applicants. This gave us less than a fortnight to finalise admissions arrangements with schools, and only a few days to revise systems to manage the new application forms.

DISSATISFIED APPLICANTS

7. Unfortunately—but obviously—these issues have resulted in an applications process that is difficult to use and slow for applicants. The lack of functionality of the portal has meant significant delays for applicants as the processing of applications by providers has been time-consuming, labour intensive and quite incongruent with well-understood GTTR processes. These delays have been exacerbated due to the large number of duplicate applications from applicants, poor communication from the NCTL to providers and the fact that providers did not gain access to the portal until several weeks after it opened.

8. Many applicants are also extremely dissatisfied that their initial choice of PGCE course with a university provider had to be withdrawn by the university due to a significant reduction in core ITT allocations in November. There is no doubt that this rapid shift of ITT allocations from core PGCE to School Direct has left many potential applicants bewildered and frustrated, and so far less likely to apply to become a teacher.

July 2013

Written evidence submitted by SCORE

SCORE COMMENTS ON THE ADMINISTRATION OF THE APPLICATION PROCESS FOR SCHOOL DIRECT TEACHER TRAINING PLACES TO START IN THE ACADEMIC YEAR 2013–14

- SCORE is a partnership of organisations, which aims to improve science education in UK schools and colleges by supporting the development and implementation of effective education policy. The partnership is chaired by Professor Julia Buckingham and comprises the Association for Science Education, the Institute of Physics, the Royal Society, the Royal Society of Chemistry and the Society of Biology.

EXECUTIVE SUMMARY

- SCORE is concerned that the known shortfall in PGCE recruitment (as provided by GTTR) will not be made up by School Direct recruitment. As a result last years' recruitment figures, particularly in shortage subjects, will not be matched. These concerns have been heightened by the release of Professor John Howson's data on ITT application figures.⁵⁶
- On Friday 28 June 2013, SCORE submitted a response to NCTL consultation on "Pre-ITT Knowledge Enhancement—proposal for 2013–14 and beyond"⁵⁷ and is referring the Education Select Committee to this for information. SCORE proposes the following questions on recruitment for the Education Select Committee to consider further.

SCORE QUESTIONS

With increased teacher trainee recruitment at a local level, through individual schools, how does the NCTL propose to maintain a central, national strategy and overview of teacher recruitment across the country?

Concerns:

- With no central application system this year, there has been no national data to monitor recruitment, leading to a loss of clarity on current trends and difficulty in planning and addressing known shortfalls in subjects during the recruitment period.
- It will be difficult to manage national targets (or demonstrate that national targets are being met) with so many providers recruiting on a small scale. Currently, the government is able to set a national target for each subject and allocate this to providers; now that School Direct providers apply for places rather than receive allocations, localised targets may not meet national requirements. Many School Direct providers will be looking for just one recruit (which they will either get or not). And some providers will not apply for places every year. There is no mechanism for ensuring that a multitude (thousands) of local needs will combine to satisfy the national need.

In what ways does the NCTL propose this new method of recruitment to be cost-efficient for schools?

Concern:

- Recruitment and provisioning of teacher training incur costs that are currently met by providers consolidating and coordinating applications—thereby achieving economies of scale. Although school alliances may be able to combine recruitment costs to an extent, there is a possibility that schools will recruit one trainee per subject, per school which is still likely to incur comparatively high costs to those of other ITT providers.

⁵⁶ For reference see: "New training plan risks teacher shortage, study warns"; BBC news online, 2 July 2013 <http://www.bbc.co.uk/news/education-23134979> and Shortage of 5,000 trainee teachers ; The *Sunday Times*, 30 June 2013 (paywall)

⁵⁷ SCORE RESPONSE to National College for Teaching and Leadership consultation on "Pre-ITT Knowledge Enhancement—proposal for 2013/14 and beyond"

How can the NCTL ensure that those teachers responsible for recruitment in 2013 have experience in recruitment for training?

Concern:

- Changes have been introduced rapidly, schools are experienced in recruiting qualified teachers but there is no guarantee that all schools have sufficient recruitment expertise to be able to recruit trainees and graduates.
- Feedback from SD alliances this year has been that they have not recruited because they considered the quality of the applicants to be low. However, it is likely that, from their experience as recruiters of teachers, they were looking for someone who was ready to teach rather than someone who was ready to be trained to teach.

Have schools been recruiting to fill an existing teaching vacancy in their alliance? Is there any evidence that schools are recruiting for reasons other than their own staffing needs?

Concern:

- The system is not geared up to encourage schools to recruit to satisfy a national need. There is no real incentive for a school to manage the training of a teacher who might then go and work at another school—outside the alliance.
- School Direct graduates may be expected to arrive with the competencies of a fully trained teacher and will not be prepared for the experience. This could lead to a negative experience for the trainees, pupils and the teacher trainers.

How many Physics with Maths places were allocated to SD providers? And how will NCTL encourage schools to offer Physics with Maths?

Concern:

- There is a shortage of physics teachers in schools across the country. In the last two years the PGCE Physics with Maths training programme encouraged more physics and engineering graduates to enter teaching—by allowing them to work to their strengths and interests. We know that it has been hard for PGCE providers to find placements for these students (schools cite timetabling difficulties as a barrier to providing placements); however, the students were, at least, able to get onto a course. We are concerned that there are fewer opportunities to train in Physics with Maths through School Direct because it is the schools who lead on the recruitment process and they only consider recruiting people to physics with other sciences.

July 2013

Written evidence submitted by THE CATHEDRALS GROUP

1. This submission comes from The Cathedrals Group (CG), an association of 16 universities with Church foundations. CG institutions provide a significant amount of England's initial teacher training (30% of Primary ITT, 16% of Secondary and 40% of Key Stage 2/3 programmes)⁵⁸ as well as offering continuing professional development for teachers.

EXECUTIVE SUMMARY

2. CG institutions work in close partnership with schools across all teacher training routes and are committed to developing School Direct training with partner schools. We are concerned that the speed and scale of the shift to School Direct provision for 2013–14 is destabilising the nation's teacher education system overall. In particular our Members report the School Direct recruitment process this year demonstrated:

- inadequate preparation of the new applications portal, with operational failures and frustrations that could have been avoided through better planning and understanding the particular needs of applicants, schools and higher education institutions (HEIs);
- insufficient guidance to applicants, schools and HEIs; and
- failure to coordinate entry opportunities across all training routes, for the benefit of applicants, schools and HEIs, to optimise recruitment and ensure regional provision and subject balance are maintained across the country.

INTRODUCTION OF SCHOOL DIRECT APPLICATION PROCESS

3. CG institutions reported that the lead-in time for introducing the new 2013–14 process was inadequate and led to operational challenges for schools and HEIs. There was insufficient guidance on the process or time to prepare for the new requirements. A major concern for CG members was the lack of integration between the Schools Direct applications portal and other national application systems. In terms of postgraduate teaching

⁵⁸ Data from the Teaching Agency for 2009–10 final year ITT students in England

applications, for 2013–14 the School Direct portal operated in parallel with but entirely separate from the GTTR, the traditional route for postgraduate teacher training applications, leading to confusion and duplication of applications across both routes. It was therefore difficult to identify overall trainee numbers and recruitment shortfalls in time for HEIs to respond appropriately. Although the new single admissions system planned for 2014–15 will address some of the issues experienced this year, additional changes will in the short-term add further complexities.

4. Late confirmation of ITT places to HEIs, from whom significant training places were cut in 2013–14 to enable growth of the School Direct route, reduced entry numbers to popular courses and made some subjects in some HEIs unsustainable. For some CG ITT providers, large numbers of ITT qualified applicants for popular courses had to be refused at a stage when other HEI routes were full, leaving applicants the choice of a School Direct route as their only option. Some high quality applicants have withdrawn from teaching as a result.

ISSUES REPORTED WITH THE SCHOOL DIRECT APPLICATION PORTAL

5. CG members report a large number of detailed operational inadequacies and system failures with the application portal this year. These include:

- developmental limitations within the School Direct system that mean insufficient information is gathered from applicants for schools and HEIs to assess applications. This significantly exacerbated the administrative workload (eg no automatic request to referees for references requirement; no restriction on number of applications submitted by each applicant; inability to “close” subjects and signal to applicants that although places in some subjects were filled others were still open; no automatic alert to applicants when decision made by provider; no possibility for HEI partners to manage applications for separate School Direct partnerships separately on the system). Many of these operational difficulties, which created very significant additional administration burden for HEIs, could have been avoided by linking the School Direct portal to GTTR or by mirroring the applicant process requirements of GTTR in the School Direct system; and
- technical problems with the School Direct system that created particular problems for schools and HEIs. These included problems: with identification of lead schools by postcode only, leading some schools within an alliance or trust to receive very few applications; sequencing of the steps in the application process (lead school first and phase second) enabled applications for primary places at lead schools without a primary allocation; and applications portal sometimes exported wrong application information.

REPORTED APPLICANT EXPERIENCE

6. Applicants have been frustrated with the technical limitations of the School Direct portal which has made the application process slow and difficult to use. Lack of functionality has resulted in significant delays for applicants because applications have been time-consuming to process.

7. The applications portal has been very limiting for some students, eg overseas applicants were not able to list their qualifications, only what they think are the UK equivalents.

8. There has been a marked preference for two school placements within different schools (the PGCE route) as opposed to one school experience (the School Direct route).

POSITIVE COMMENTS ON OPERATION OF APPLICATION PROCESS

9. Some CG Members reported positive outcomes from the 2013–14 School Direct application process:

- Partner schools have established rigorous recruitment and selection processes, and now recognise the complexity of the work HEIs undertake in this area.
- Partnerships between schools and HEIs have been strengthened.

Without the portal it is unlikely School Direct recruitment could have reached the levels it has.

July 2013

Written evidence submitted by John Bangs

INTRODUCTION AND CONTEXT

1. I must apologise for not having been able to give oral evidence to the Select Committee on this short Inquiry. However I hope this short written note is not too late. I’ll start with a small piece of personal biography since it is relevant. As Head of Education at the National Union of Teachers I supported the establishment of the General Teaching Council for England. However the Government’s legislation for its establishment imposed a range of additional responsibilities on it which had been sought neither by the Education Select Committee of the time chaired By Sir Malcolm Thornton not by the teacher unions. This created suspicion about the

previous Government's intentions which was compounded by its failure to work with the teacher unions to create the conditions which would encourage teachers to own a GTCE.

2. The GTCE then made the mistake of describing itself as representing teachers which promptly triggered a legal challenge from the NUT. In his 26th April speech to the National College of Teaching and Leadership the Secretary of State appears to make the same mistake by proposing that a College of Teachers could be more responsible replacement for them.

3. I interviewed David Puttnam, the first Chair of the GTCE and Keith Bartley, the last Chief Executive of the GTCE, for the book I wrote with John MacBeath and Maurice Galton on the education reforms of the Labour Governments, ("Reinventing Schools, Reforming Teaching"). He described his role as a "hospital pass" because of the circumstances of its creation. Ten years on from the GTCE's inception Keith Bartley still estimated that 28–29% of teachers were still hostile to its existence despite his efforts at securing acceptance. These teachers were resentful about being asked to pay a fee for an organisation for which they could see no purpose.

4. Despite this level of hostility it was not the teacher unions which campaigned for its abolition. The irony was that it was the Secretary of State who played to the views of the hostile teacher group by seeking to please this bloc through the GTCE's abolition. Yet the reality for the College is that for it to be successful it needs the pro-active endorsement of the major leadership and teacher unions.

5. The lessons of why the GTCE went down with little protest from the profession are relevant to the creation of a College of Teaching.

INTERNATIONAL EVIDENCE

6. Since leaving the NUT I've become Senior Consultant for Education International-the Global Union Federation for all teacher unions. My responsibility is liaising with the OECD. I represent EI in helping organise the annual International Summit on the Teaching Profession (ISTP) with OECD and the host government. The Summits consist of country delegations which involve the Education Minister and up to two teacher union leaders. Its focus is to take forward teacher policy. The one lesson which emerges from the Summits, (regular attendees include the US, Japan, Norway, Finland, Sweden, New Zealand and Germany), is that countries with outstanding education systems have system wide teacher policies which have been worked out in partnership with strong proactive teacher unions. The reports of the Summits can be found at asiasociety.org/teachingsummit.

7. The best picture of what teacher policies look like is outlined in the OECD's Teaching and Learning International Surveys (TALIS). A coherent system wide teacher policy will include; initial teacher education, teacher professional development, appraisal and feedback, teaching standards, creating effective school leadership etc. OECD's conclusion is that effective, integrated teacher policies lead to high levels of teacher self-efficacy and strong teacher self-efficacy contributes to high quality pedagogy. What is also clear is that England does not have a systemic teacher policy. The creation of a small number of Teaching Schools is not an adequate substitute. Professional development is balkanised and variable in content, quality and availability for example. Teachers are not part of a national community of good practice which shares developments in teaching and learning. The model of appraisal and feedback has been imposed by government.

8. A recent survey I helped conduct on behalf of the Trade Union Advisory Committee Education Working Group at OECD found that only teacher unions in England and Spain felt that they had no engagement with their governments on creating teacher policy. Respondents from all the other countries felt they had some form of productive engagement.

9. Indeed levels of self-efficacy among classroom teachers are at a low ebb as recent teacher union surveys have shown.

TEACHER POLICY AND A COLLEGE OF TEACHING

10. I welcome the Select Committee's proposals for enabling teachers to have a more coherent learning offer and to have a professional council. I particularly welcome Charlotte Leslie's work in this area. The Princes Teaching Institute consultation document on creating a College of Teaching nails the right themes for the College's areas of responsibility. However the Secretary of State's decision not to be engaged in its creation is as wrong as it would be if he decided to impose a College on the profession.

11. The levels of teacher self-efficacy during the GTCE's life were as low as they are now. Such levels are not conducive to the successful establishment of a College as they weren't for teacher support for the GTCE. Teachers are suspicious of initiatives which are established for their own good and cost them money-particularly if their morale is low. The Secretary of State should put teacher policy at the top of his agenda and he should invite teacher unions to work with him in creating coherent teacher policy. Part of this approach should be to view the establishment of a College of Teachers as part of teacher policy. (He could also start attending the International Teaching Summit again!)

12. If there is enough support for a College then the Secretary of State should commit government to being required to respond to all the College's policy proposals in the same as he is required to respond to the Select Committee's proposals.

13. There is a strong argument for the College being a funder of teachers' professional development in the way as the TUC receives government funding for UnionLearn.

14. The College itself should not seek to place teacher unions at arms-length in its governance structure. Teacher unions should be able to nominate teachers to the College's council. It is important to remember that in some countries teacher unions carry out the functions the College consultation proposes for itself. The Committee might ask what the position of teacher unions in this country is on carrying out those functions. Indeed the Committee should investigate the National Board for Professional Teaching Standards in the US. Its Chief Executive Ron Thorpe works closely with the NEA, AFT and State Education Superintendents which have nominees on the NBPTS Board to provide a highly effective, voluntary teacher standards and certification model. In fact it's high time the Select Committee organised an evidence session on lessons to be learnt from teacher policies in outstanding education systems.

July 2013

Written evidence submitted by Eleanor Palmer Primary School, Lead school for the Camden Primary Partnership Teaching School Alliance

EXECUTIVE SUMMARY

The Camden Primary Partnership Teaching School Alliance has 10 School Direct non-salaried places for 2013–14. We are the lead school in the alliance. Our HEI partner is the Institute of Education. As an alliance we are feeling really excited and positive about next year. We filled our 10 places by mid-January. However the process was not without difficulty.

1. REPORT

1.1 *Our model*

The Camden Primary Partnership Teaching School Alliance has 10 School Direct non-salaried places for 2013–14. We piloted a similar scheme this year (2012–13)—working with the Institute of Education (IOE) to train eight students across a group of five schools, thus we had experience of both the model and the partnership.

We have an exciting programme lined up for 2013–14. We will have induction days at each of our six participating schools and the group of 10 will then meet every Thursday during school-based experience in one of our schools to observe good practice and then reflect on it during a session led by mentors in the afternoon. The programme is set up and in place. This is in addition to their academic input at the IOE.

Our students will benefit from a strong support network which includes an IoE tutor, Caroline Heal (with whom we have worked for 30 years) a very experienced lead partnership mentor, Fiona Crean and school mentors, class teacher mentors and the student peer group.

We have already met three times, since they accepted places, to build relationships and to start talking about classroom practice; have shared an additional reading list and been out for a meal together. The group is bonding well.

1.2 *Administration of School Direct*

For 13–14, we had had over 50 applications and carried out a rigorous and thorough selection process with representatives from schools across our partnership. This included two open days, group exercises, maths tasks with Year 5 children and then 1:1 interviews. Initial delays and frustrations with the necessary administrative procedures between the School Direct portal and the HEI (in our case the Institute of Education) have now been resolved. We are delighted with the quality of our final 10 (all have 2:1 or above).

Initially, the IOE held useful meetings for schools and were very open and optimistic about processes and procedures. Links with June Wagstaff, the NCTL London lead on SD have been excellent. However, when applications started to arrive the associated administration of School Direct was initially laborious and time-consuming for both the HEI (the Institute of Education) and us as a school. Applications took some time (weeks not days) to reach us after being submitted to the School Direct portal. There was a particularly difficult period around January–February when the administrative process was slow. This has now been resolved and we are very happy with current arrangements. **Our perception is that the lead in time to the changes was insufficient for the existing processes and personnel to cope initially.**

1.3 CONCLUSIONS

We wanted to make this submission because we feel positive about both the model and our partnerships. However we are aware that it is working for us because:

- We had existing partnerships in place and established relationships thus we could cope with the pressures of “getting the plane flying whilst it was still being built”;
- We are all passionate about teaching and learning and love to proselytise: we didn’t do it because we find recruitment hard in our specific subject (primary) or region (inner London);
- We had highly efficient and determined admin support in place in our school who battled on.

We certainly didn’t do it for the money: if we costed the time we took on recruitment it would be considerable. We were grateful for the one off £33K grant. To sustain and expand our high quality model would be a considerable undertaking. It is a huge amount of work on top of running a school but one to which we are committed. We are also committed to teacher training having its root in an HEI so students have an academic base to developing their practice and pedagogy.

July 2013

Written evidence submitted by University of Sunderland

EXECUTIVE SUMMARY

The early implementation of School Direct during 2012–13 has been beset with difficulties. Some of these are operational and organisational—some have arisen from untried or unwise policy. HEIs are vital partners in the success of School Direct but have been marginalised at times. The clear national prioritising of School Direct over HEI-led ITT and the sheer scale and pace of these changes may have unintended detrimental consequences for teacher supply.

EVIDENCE

1. Implementation difficulties with SD have included:

- (a) Inadequate prior support to schools; for example the use of the GTP portal caused confusion for both schools and HEIs where log-in details were not sent to the right contacts in the institution.
- (b) Time delays in schools which were preparing for short-listing and interviewing; many were unsure of their responsibilities for this and clearly would have preferred the HEI to do it.
- (c) Schools were often unclear as to the subject knowledge levels required. Some seemed more comfortable with applicants already known to them and may have been slower to spot the potential of unknown outside applicants.
- (d) Traditionally subject teachers rather than senior staff (including Headteachers) have been involved with this level of ITT interviews. Some Heads seemed disappointed at the calibre of applicants—perhaps because they were unaware of the progress typically made by trainees once they are placed in schools on a PGCE or equivalent route.
- (e) In many instances HEIs were unable to service the school’s desire for elaborate individual support (including attendance at all interviews) It was not appreciated that HEIs had no funding for these aspects and were already committing significant resources.

2. NCTL Linked Issues included:

- (a) NCTL have clearly seen application rates and take-up data as sensitive and have therefore been unwilling to divulge relevant information. Thus even at this late stage, we are unsure whether recruitment targets will be met. This was compounded by, inter alia, the schools being in the first instance able to make late requests and changes to their agreed SD allocation without specific discussion/agreement with the HEI partner. This has now been rectified in that although schools are still encouraged to make late requests or changes, they do require HEI partner approval and we of course send the forms direct to NCTL.
- (b) There have at times been significant delays in the TA allocations email support. This has led to instances of the HEI being unable to respond to lead schools in a timely manner.

3. Policy and Operational Changes:

- (a) Late changes of direction have caused difficulties in a time constrained process. For example, subject bars on salaried SD places came very late and have proved problematic.
- (b) Applicants are currently able to hold both a Core PGCE place and a SD place without penalty and without pressure to make a clear decision.
- (c) Multiple applications were initially allowed—this was later restricted to three. In consequence HEIs were obliged to contact all applicants with more than three applications in order to clarify the three choices they wished to progress. This was particularly time consuming.

4. Variable support for Different Routes:

- (a) Although School Direct is self-evidently an important national initiative and a major new direction it does need all parties to have relevant support and involvement—this includes the

HEIs. It is our view that the overwhelming focus of TDA/NC support and involvement was for SD schools with very little for HEIs.

- (b) Early in the process it appeared that HEIs were being kept out of information trails & meetings with schools. This may have been oversight although the situation only improved after a great deal of lobbying.
- (c) NCTL appears to market SD as the only route into teaching. This bias at one point extended to issuing an e-mail encouraging mainstream PGCE applicants to switch to SD.

5. General Comment:

All major initiative has teething problems. We suggest that the inevitable hiccups which beset even the best planned initiatives have been compounded by the aspects summarised above. Undoubtedly the situation will improve as schools and HEIs begin to understand the requirements of the system more fully. However, the NCTL's drive to maintain sustainability by pressing schools into partnership with Lead Schools and by requiring a significant allocation request from that lead School may have the unintended consequence of taking SD places out of the system altogether if schools continue to experience the difficulties observed during this first iteration.

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