

Subject Specialism:

Consultation Document

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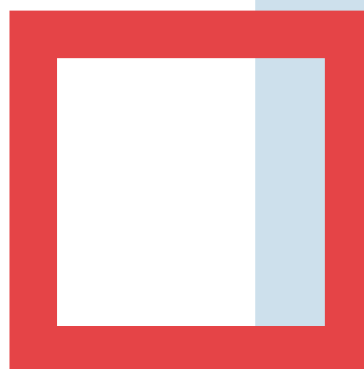
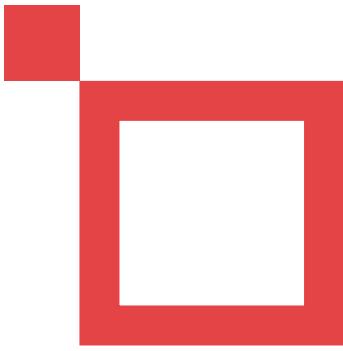


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Introduction

TEACHER PROFESSIONALISM AND THE ROLE OF SUBJECT SPECIALISM

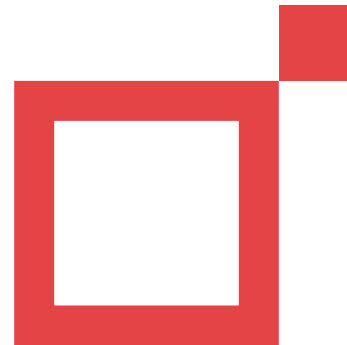
1. Our very best teachers are those who have a real passion and enthusiasm for the subject they teach. They are also deeply committed to the learning of their students and use their enthusiasm for their subject to motivate them, to bring their subject alive and make learning an exciting, vivid and enjoyable experience.
2. It is teachers' passion for their subject that provides the basis for effective teaching and learning. These teachers use their subject expertise to engage students in meaningful learning experiences that embrace content, process and social climate. They create for and with their children opportunities to explore and build important areas of knowledge, and develop powerful tools for learning, within a supportive, collaborative and challenging classroom environment.
3. It is clear therefore that teachers who retain and nurture the passion for their subject are more likely to fire the interest and enthusiasm of learners and to promote work with appropriate challenge. The Government believes this approach will help improve teaching and learning, raise standards – particularly at Key Stage 3 – and provide the basis for the professional development of teachers and support staff. As well as taking action to cut bureaucracy and supporting schools to tackle bad behaviour, the Government is also putting greater emphasis on developing the professionalism of the workforce – this is at the heart of the National Agreement on Workload and Standards signed on 15 January.
4. This document discusses how professionalism in subject specialism might be more effectively supported and developed throughout the school workforce. It describes the various sources of support available for subject specialism, and invites views on the effectiveness of that support and how it could be strengthened still further.

5. It is also important to emphasise that subject specialism is not confined to subject teachers. The school workforce agenda set out in “Time for Standards” makes it clear that support staff also need similar access to subject support. Key considerations for school managers and leaders arise in securing the most effective teams of individuals, who, together, will give pupils the experience, motivation and challenge they need if they are all to reach their full potential.
6. This document is focused mainly on secondary schools since subject specialism and expertise is a key determinant for teaching in secondary schools. But teachers’ subject knowledge is clearly crucial in primary schools too and those entering the profession in primary schools are likely to have a particular area of enthusiasm or expertise within their broader remit across the curriculum. We will discuss the issue of subject specialism in primary schools in more detail in the document on the primary education strategy that will be published in May.
7. This document also refers to national work on subjects being taken forward beyond schools – there is clearly some read across in terms of approach to subject specialism for the 14-19 strategy and for the learning and skills and higher education sectors and beyond.

SUBJECT SPECIALISM AND THE QUALITY OF TEACHING IN SCHOOLS

8. It is a combination of deep subject knowledge and a range of appropriate teaching and learning techniques which make for the most powerful interactions between teachers and pupils. Enhancing subject specialism therefore needs to be seen not as an end in itself but as a way of bringing about excellence in teaching and learning to improve standards of attainment in our schools. The aim is not to produce individual pockets of excellence but to enhance professionalism across the school.
9. It follows that increasing subject specialism needs to be positioned in the wider context of whole school improvement. There are two key aspects to this: first, the curriculum needs to be integrated at a deep level with appropriate teaching and learning strategies and assessment for learning procedures as supported in our Key Stage 3 Strategy; second, that schools need to establish themselves as professional learning communities for subject specialists.

10. The first point is that besides being subject experts excellent teachers must be skilled in transmitting what they know. They must have high expectations for all their students, understand the principles of learning and use this knowledge to build on what students already know, help them acquire appropriate learning skills, and modify their own teaching techniques. They should also use performance data to set targets with their students and use ongoing assessment to promote learning. It is this approach to teaching that underpins our principles of teaching and learning published in 'A New Specialist System'.
11. Second, these teachers do not view such teaching as an individual accomplishment. Rather they view excellence in teaching as a collective enterprise. They contribute their individual knowledge, enthusiasm and skills to a professional learning community in the school in which staff work collaboratively to set clear goals for student learning, assess how well students are doing, develop action plans to increase student achievement, and are also engaged in ongoing developments in their subject specialism. The skills of individual teachers can only be realised if the professional *relationships* within the schools are continually developing.
12. The starting point for this approach to school improvement is clearly the teacher's subject specialism. An adequate qualification in the particular subject must be the basis for effective subject teaching but good teachers do not simply rely on their basic qualifications; they take every opportunity to keep up to date with developments in order to ensure that they are on top of their subject. The implications of lack of knowledge and understanding are clear from Ofsted's annual report for 2000-01. Where a subject was taught by a high proportion of teachers with limited qualifications in the subject – whether they were temporary supply teachers or permanent teachers who were qualified in other subjects – the lack of subject knowledge manifested itself in lower expectations, weaker teaching and less effective learning in the subject. Subject specialism, combined with expertise in teaching and learning, is key to raising standards.



Existing sources of support for Subject Specialism

13. There are many sources of subject support to which teachers can currently turn. These include:

- The Qualifications and Curriculum Authority (QCA) – which produces for each subject not just formal documents such as the Programmes of Study and Schemes of Work but also information about curricular projects such as “Science for the 21st century”, which aims to keep the science national curriculum in step with the changing world of the 21st century.
- Subject associations – to which many teachers belong (see further below).
- Local Education Authority (LEA) subject advisers and the subject specialist consultants in the National Literacy Strategy, National Numeracy Strategy and Key Stage 3 Strategy together with other LEA subject advisers for individual subjects – e.g. those working in LEA music services.
- Teaching frameworks, materials (printed or electronic) and opportunities for Continuous Professional Development (CPD), in particular those offered as part of the Key Stage 3 strategy. The Strategy represents the Government’s largest investment in subject guidance and training in the core subjects of English, mathematics, science and ICT and also supports pedagogy in other subjects through its Foundation Strand. There are also a wealth of curriculum materials made available by educational publishers supporting a very wide range of subjects; but both coverage and quality can be uneven.

- Specialist schools – which have a focus in one or a combination of the following areas: Technology, Languages, Sport, Arts, Business & Enterprise, Engineering, Science, Mathematics & Computing, Humanities and Music. They work with partner schools and the wider community to spread the benefits of specialism for whole school improvement.
- The Specialist Schools Trust and the Youth Sport Trust – which run conferences and events for specialist schools and organise subject specialist networks, projects and publications. The SST has launched subject specialist websites to disseminate best practice and innovation.

The **Specialist Schools Trust** and, in relation to sport, the **Youth Sport Trust** play an important role in helping aspiring and designated specialist schools build their chosen specialism. They actively promote the development of networks of like-minded and innovative schools through conferences, seminars and publications on how to promote best practice in specialist subjects. A main area of the work of both Trusts is based around curriculum development and how meeting targets for raising standards in a school's curriculum specialism can contribute to whole school improvement.

- Advanced Skills Teachers – excellent teaching practitioners who provide support to other teachers in their own schools and beyond, as well as leading teachers and departments in the Key Stage 3 Strategy.
- For Further Education, the National Learning Network sponsored by the Department, which provides subject focused resources and guidance.
- Higher education institutions and other providers, which are funded by the Department to run postgraduate programmes for qualified teachers which aim to improve pupil performance through the improvement of teachers' professional knowledge, understanding, skills and expertise.
- Professional institutes and research organisations including the Research Councils.
- Cultural organisations including libraries, societies, museums and galleries.

Case Study: The Millennium Mathematics Project

The Millennium Mathematics Project (MMP) was set up at the University of Cambridge in 1999 as a joint initiative between the Faculties of Mathematics and Education. It aims to counter a culture where people are proud to be bad at maths; to enrich mathematics teaching in schools; and to share and promote an awareness of the excitement and importance of mathematics.

The MMP houses NRICH which provides a website, mentoring, outreach and INSET for teachers of 5-18 year olds; AskNRICH which is an email service, staffed by Cambridge maths students which helps with homework, higher level maths and one to one mentoring; 'Plus' which is a web magazine for 15 year olds and above; and MOTIVATE which is a video-conferencing facility for pupils of all ages. MMP also visits schools to provide face to face support and runs a maths fair. Students from the university also work in local schools to support mathematics teaching through the STIMULUS programme.

14. The challenge is to match the need to the sources of available support and ensure that those organisations most closely involved are able to meet the identified need.

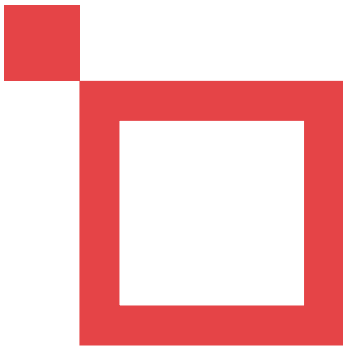


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The development of Subject Specialism

15. The existing sources of support provide a useful starting point for further development but have inevitably grown up around particular initiatives. The Government wants to consider which particular approaches have had the greatest impact and why. The Government wants to create an energy behind every subject in the curriculum and give those in schools the tools and opportunities to enhance their own expertise as they judge appropriate in relation to their own professional development. There are a number of models which might be explored to take forward the Government's aspiration:

NATIONAL CENTRES OF EXCELLENCE

Present Position

16. The Government is already committed to the establishment of two national subject specific Centres of Excellence – in science and in mathematics. The Department and the Wellcome Trust are planning to set up a nationally focused centre with up to nine supporting regional centres to deliver CPD to science teachers and science technicians. This is in recognition of the important role which science teachers and technicians have to play in our continuing effort to produce the best scientists in the world and the importance of providing them with access to high quality training and CPD at every stage of their careers. The Government has signalled its intention to establish a National Centre of Excellence in Mathematics and has asked Adrian Smith to consider the options for doing this as part of his review of post-14 mathematics. This is in recognition of the centrality of mathematics for future economic success, underpinning progress in science, engineering and finance and playing a critical part in a wide range of career options.

The Role of National Centres of Excellence

17. We want to see both these national centres of excellence:

- Cover all ages from pre-school through to universities and adult learning;
- Provide teachers with professional support, training and development;
- Work with teachers to provide specific curriculum support, exciting classroom material and opportunities to explore different teaching approaches;
- Work with existing national strategies – the numeracy strategy in primary schools and the Key Stage 3 strategy in secondary schools – to maximise synergy and impact;
- Link closely with specialist schools, local partner schools and universities to create strong and innovative subject specialist networks; and
- Support and enhance projects for the benefit of gifted young people.

18. We are examining whether there are other subject areas where having a national centre would help develop curriculum expertise and improve standards of teaching and learning.

19. Complementary to Centres of Excellence outside the Department is the development of expertise within the Department. The New Standards Unit within Lifelong Learning Directorate in the Department is developing new teaching and learning frameworks in priority subjects to support teachers and trainers across the learning and skills sector including in sixth forms. For 2003-04 the priorities are business, construction, science and entry to employment. By 2006 frameworks will have been developed for around 15 subject areas. A network of regional coordinators will provide training and support in the priority subjects. The Standards Unit will work closely with established subject networks and national centres and will support cross-phase teaching and learning development in the 14-19 strategy.

ROLE OF SUBJECT ASSOCIATIONS

Present role

20. Subject associations have a key role to play in sustaining and strengthening subject professionalism. Among the many existing subject associations, there is considerable diversity in size, history and constitutional arrangements.
21. In many areas there are several subject associations, each representing different elements of the education world. For example, in music we have, among others, the Federation of Music Services and the National Association of Music Educators representing LEA Music Services and individual teacher members respectively. One of the longest established and biggest of the subject associations is the Association for Science Education, with over 20,000 members in schools and colleges, which runs a full programme of national and regional events. One of the newest is the Association for Citizenship Teaching, whose activities have been seen by the Department as critical to the success of the subject in schools. A small number of subject associations have professional officers; most rely entirely on volunteers.
22. It will be necessary to develop a clear definition of what a subject association is, and does; at present such a “core” definition does not exist beyond the fact that they all have in common the following:
 - They are membership organisations and work with active classroom professionals.
 - They exist to further the study and teaching of their particular subject.
 - They contribute to the development of a specialist professional community of practice.

Case Study – Association for Science Education

The ASE exists to improve the teaching of science:

- By providing an authoritative medium through which the opinions of teachers of science may be expressed on educational matters; and
- By affording a means of communication among all persons and bodies of persons concerned with the teaching of science in particular and education in general.

The ASE provides an invaluable source of leading opinion and advice for our work and the work of the Qualifications & Curriculum Authority (QCA) and the Teacher Training Agency (TTA) and has played an important part in spreading the message about the Department's National Network of Excellence in Science Teaching and Learning.

The ASE has played an instrumental role in the success of the Department's Science Year and Planet Science initiatives by developing, implementing and sustaining a number of projects including the publication and distribution of a series of CD-ROMs for teachers, parents and pupils and the provision of the UPD8 Science News text message service for teenagers. The ASE is also a publisher: as well as its main journals, *Education in Science*, *Primary Science Review*, *School Science Review* and *Science Teacher Education*, ASE publishes about 10 new titles a year.

Future role

23. The effectiveness of the subject associations varies considerably. But whether or not they all do so at present, they have the potential to support subject leadership in schools and to enhance the quality of specialist teaching, initial teacher education and training, and continuous professional development. We want to explore the possibilities of subject associations making an increasing contribution to school improvement, working in close partnership with the Department. In some cases this might be through the direct provision of services, for example resource materials, meetings and events. In others it might be by acting as intermediaries for teachers and other subject staff, enabling them to access support from others.

24. We see at least six potential roles for subject associations in future:

- As sources of support and advice for teachers on subject-specific matters, offering access to high quality, up to date materials about their subject, information and advice about how it relates to wider developments and advice on opportunities available for subject-specific training and development. For example subject associations have an important role to play in encouraging teachers to take up the professional bursaries, best practice research scholarships, sabbaticals and other opportunities available under the Government's CPD programmes, and in identifying opportunities for use of e-learning in their subject.
- As sources of expert advice to the Department's sponsored work. For example, subject specialists have been seconded to the Key Stage 3 professional team from associations to write and develop materials and to jointly promote training within the Key Stage 3 Strategy.
- As organisers or sponsors of "secondary subject communities" – dynamic learning communities of secondary teachers in the particular subject with a focus on improving teaching and learning through subject professionalism. They would work in conjunction with the Specialist Schools Trust in the case of specialisms already supported by the Trust, and with the Youth Sport Trust in the case of PE and sport. There is considerable potential for the development of online communities, to enable subject teachers to share experience on a day to day basis as well as at conferences and events.
- As organisers or sponsors of "subject networks" – networks of subject teachers which go beyond secondary schools to embrace subject specialists in primary schools, universities and colleges. Again, close working with the Specialist Schools Trust and Youth Sport Trust will be important. There will be potential here too for the development of online networks.
- As commissioner and quality assurer of subject-specific teaching materials, including e-learning materials. In some cases the subject association may commission materials direct. But in most cases we see the subject association operating in an intermediary role, commissioning materials for a provider or other organisation and then quality assuring the materials. This will help to make sure that the coverage of commercial curriculum materials matches what teachers need, and that they are of good quality.

- As commissioners and quality assurers of subject-specific CPD, commissioning training and materials direct where the association runs CPD itself or commissioning as an intermediary for a training provider.

BUILDING STIMULATING PARTNERSHIPS

25. Engagement with creative individuals and those outside the teaching profession but who have a special interest can help support and develop teaching and learning by bringing energy and excitement to curriculum subjects from a new perspective.
 - Creative Partnerships are providing 400 schools in 16 areas with the opportunity to work with creative practitioners, and aims to ensure that all children have the opportunity to experience and learn through the arts and our rich and diverse cultural heritage.
 - The Museums and Galleries Education Programme focuses on enhancing the skills of both teachers and museum educators to maximise the value of our cultural heritage through visits to museums and galleries as well as the use of loan collections.
 - The Science and Engineering Ambassadors Scheme encourages scientists working at the cutting edge to share their passion, enthusiasm and knowledge with pupils in schools.
26. Working alongside teachers other skilled professional adults like actors, poets, musicians, scientists and film-makers have the potential to open a new window on learning for pupils simply because they approach curriculum content in a new way. Hearing the principal musicians of the London Symphony Orchestra “unpick” Stravinsky’s Firebird (as part of the LSO Discovery Programme) to find the nightingale and the cuckoo can give a rare insight into how music is made. Seeing professional actors perform Shakespeare in the Globe Theatre can bring Macbeth and the three witches to life as well as contextualising a play through the building itself, the scenery and costume.
27. The potential for sharing expertise, experience, resources and enthusiasm is enormous. Business too can play an important role in helping pupils understand how learning in schools can be applied in the wider employment market – successful business entrepreneurs can stimulate pupils to think about the skills they are acquiring as well as the knowledge they have.

LEAD ORGANISATIONS, NETWORKS AND INDIVIDUALS

28. There are a number of current activities (some generic, others focused on individual subjects), all of which have the potential for further development if they are looked on as a powerful mechanism to enhance subject specialism:

- *Key Stage 3 Strategy:* The strategy has an extensive programme to improve the teaching of English, mathematics, science and ICT, through better planning and management of the curriculum, through developing the classroom skills of teachers and through improving subject knowledge. The Foundation Strand of the strategy is also enabling schools to improve pedagogy in other subjects, including through the development of teaching frameworks in modern foreign languages and design and technology. The Government is committing £500m over the next three years to the strategy. A professional force of leading subject specialists are responsible for producing development material and leading training in those subjects, which have been welcomed by teachers. Ofsted too has reported improvements in teaching and learning as a result of the first year of implementation of the strategy. Each subject has at least one full-time subject specialist consultant in each LEA to ensure the effective delivery in schools of Key Stage 3 materials and training programmes aimed at raising standards by improving the quality of teaching and learning.
- *National College for School Leadership:* The NCSL has established a number of Networked Learning Communities to bring schools together on specific aspects of pedagogy so that subject teachers from a range of schools work together. The priority of each project is to engage staff in activities which bring rigour to their reflections about classroom practice.
- *Website Development:* The Department has helped by funding the development of websites for some subject associations and by part-funding membership on a pump priming basis for the new Association for Citizenship Teaching. The new Personal, Social and Health Education website – as well as offering sources of training and resources – is an interactive self-evaluation tool for continuing professional development enabling teachers to assess their confidence and competence to teach PSHE.

- *Advanced Skills Teachers:* There are already over 2500 ASTs, of whom two thirds are secondary teachers and all have a subject specialism. ASTs are already proving to be key levers at local level to enhance the subject teaching of their colleagues through their outreach function. We plan to increase the number to over 4000 over the coming year.

Case Study – Science Advanced Skills Teacher

An enthusiasm for science, having the opportunity to be creative and a desire to see young people as well as staff, achieve their full potential were my main reasons for wanting to become an Advanced Skills Teacher at Hillcrest School and Community College. I am someone who is committed to promoting excellence in classroom teaching and developing members of the teaching profession. To this end, the focus of my AST work has had a major “in reach” element. It has involved giving advice to several NQTs and PGCE trainees as well as having them observe me teaching. Having successfully mentored PGCE trainees I have been able to cultivate links with several teacher training institutions and recently organised and led a training session on “Subject Leadership” to final year B.Ed Science trainees. As Head of Science at the school I have managed to successfully rejuvenate a floundering department. Prior to that I was seconded to establish and lead the science curriculum at an innovative new school in Birmingham called the “Centre for Accelerated Learning” (the CAL). With its focus on teaching and learning styles, my work there has proved invaluable in my role as an AST.

Jacqueline Newsome
AST, Science
Hillcrest School and
Community College

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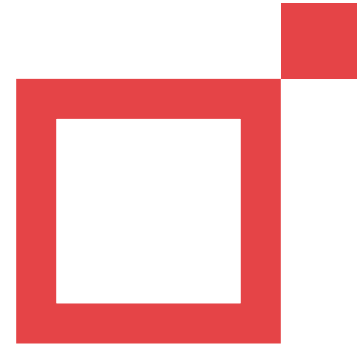
- *Continuous professional development:* The Government's CPD strategy aims to support teachers in keeping their skills and subject knowledge up to date. Funding for the CPD strategy will increase significantly over the next three years, from £40m in 2002–3 to £110m in 2005–6.
- *Diversity and specialism:* The Government's commitment to a more diverse secondary system that will be specialist in ethos will help to put the spotlight on subject specialism. The specialist schools programme has demonstrated that developing a specialism has helped sustain or accelerate the pace of school improvement. In November 2002 Charles Clarke announced that he wanted to see as many schools become specialist as possible and that the Government would lift the cap on national funding to support the expansion of the specialist schools programme. This means that any school which meets the required standard in its application will now be able to join the specialist schools programme. Some schools in the "Leading Edge" programme will come forward with proposals that will have a particular focus on a subject specialism. These schools would be seeking to make a significant contribution to teaching and learning in the subject across the local area. There is also potential for federations of schools to develop depth in subjects perhaps through subject co-ordinators across a federation, which could also be a powerful driver for subject specialism in the primary phase.
- *Leadership Incentive Grant:* The new Leadership Incentive Grant will be available for improved leadership at all levels in schools, including improved leadership by subject leaders. This might include subject leaders coaching colleagues and training other subject leaders across schools.

- *ICT and Curriculum Online:* We are providing an extra £195m to provide more laptops for teachers over the next three years; we want two thirds of teachers to have personal access to a computer by 2006. The online CPD project will be expanded and result in a comprehensive online portfolio of professional development materials to embed ICT in teachers' subject teaching. An extra £280m will be provided for e-learning credits together with the launch of the Curriculum Online portal (www.curriculumonline.gov.uk). With the funding already announced this provides schools with £100m each year for the next three years to ensure teachers have access to a choice of innovative and professional digital resources to help transform classroom practice. The portal means a revolution in the way teachers can search, compare, select and share digital resources.
29. There are many current developments focused on individual subjects, each using a combination of these mechanisms. The following is just a small selection of projects which reflect the importance that Government attaches to promoting subject specialism. It may be that different models will be applicable to different subjects. In some areas of the curriculum it may be that there is a particular need for a national initiative, as there has been for science.
- *Languages:* The National Strategy for Languages highlights the need to place more value on language expertise and to support teachers and other adults in the community in developing their language knowledge and skills so as to increase our national capability – this will be particularly true for primary schools. Key features of the implementation of the National Languages Strategy in primary schools will be the enhancement of language skills for existing primary teachers, the training of a new cadre of specialist primary language teachers and the use of language specialists who enter the school workforce through the Higher Level Teaching Assistant route. Within the Key Stage 3 Strategy we are introducing a new teaching framework for modern foreign languages with funded training this year to support its implementation. There will also be a new National Director for Languages, based in the Department for Education and Skills.

- *Design and Technology:* The Electronics in Schools programme, which supports teacher training and CPD, 'in-classroom' support for teachers and curriculum development, is a good example of government working with industry to enhance teachers' subject knowledge. Within the Key Stage 3 Strategy we will be offering support for classroom standards in design and technology.
- *PE and School Sport:* The Government is committed to increasing the percentage of 5-16 year olds who spend a minimum of at least 2 hours each week on high quality PE and school sport within and beyond the curriculum to 75% by 2006. Professional development for teachers plays an important part in the steps being taken to meet this target. The programme of activity already includes training to enable teachers to play new roles such as that of school sport co-ordinator. A PE and School Sport Professional Development Programme is being developed and will be piloted in 2003-04 before being rolled out from April 2004.
- *Music:* The Government is committed to widening access to opportunities in music and providing teachers with the support they need to deliver them in the classroom. In twelve pilots, musicians are currently working with classroom teachers, LEA music services and community music groups to deliver instrumental opportunities to primary pupils in clusters of schools. Central to the pilots is the opportunity they offer for classroom teachers and music specialists to benefit from one another's skills and experience. Work is underway to develop a wider music strategy going beyond opportunities at KS2 and looking to secure the interest and engagement of pupils throughout their school careers – be that through performance, production, study or out of school activities.

30. We recognise that Ofsted can play a key role too. It has at its disposal a significant database about high quality teaching of subjects as well as knowledge about their effective organisation and management at school level. In addition, Ofsted has over 250 members of Her Majesty's Inspectorate (HMI), many of whom are acknowledged leaders in their subjects. The education system already benefits from Ofsted's contribution, but the Government will be working closely with Ofsted to ensure that its evidence about, and expertise in, subjects is even more extensively used in the future.

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Conclusion

31. The Government is committed to promoting subject specialism as part of its determination to enhance teacher professionalism and bring about excellence in teaching and learning to raise standards. As evidence of its commitment, each Minister in the Department for Education and Skills will in future take on responsibility for individual subjects, with support from a nominated senior official. This will ensure that there is a strategic overview and regular monitoring within the Department of developments in each subject.

Charles Clarke

Mathematics

ICT

Religious Education

David Miliband

Music

Art

Margaret Hodge

Science

Design and Technology

Baroness Cathy Ashton

English

Modern Foreign Languages

Physical Education

Stephen Twigg

Geography

History

Citizenship

Personal, Social and Health Education

Ivan Lewis

Drug education

Work-related learning

32. The Government wants to discuss with all interested parties the most effective way to put its commitment to subject specialism into practice – recognising that different models might be appropriate for different subjects and recognising the relative strengths of the range of players in the field. The Government believes that a range of partners can also support the development of subject specialism – partners within the world of education but also partners in the private and voluntary sector who bring a new perspective to subject expertise. We genuinely welcome views on the following broad high level **questions**:

How do you assess the adequacy of the current sources of subject specialism support?

How best can we further enhance subject specialism, and are there different approaches needed for different subjects?

33. And additionally, we welcome views on particular issues within the broader context, and, in particular:

Is there scope for the subject associations to work together more, for example, to share good practice or to develop guidance on ways in which one subject can be used to reinforce teaching and learning in another?

Is there scope for subject based programmes to be more closely related to wider themes e.g. behaviour and attendance?

How can the needs of adults other than teachers for subject specialist support best be met?

Would cross sector networking (for example, across schools, colleges and universities) bring benefits to front line teachers?

34. Please send your comments, by the end of June 2003, to:

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