



Department
for Education

A world-class teaching profession

Government consultation response

March 2015

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Foreword by the Secretary of State for Education and Minister of State for Schools



Great teachers are the driving force behind the delivery of our plan for education, and our commitment in response to this consultation is clear: we have listened to teachers' views, and we are now taking decisive action in support of the profession's continued development and improvement.

It is remarkable that teaching remains one of the only professions in this country whose members cannot benefit from being part of a professional body promoting high standards of practice and development. We, along with many teachers and school leaders, believe that this situation should be rectified – by teachers for teachers, but with Government support where appropriate.

We are therefore delighted to be able to support the establishment of a new teacher-led, College of Teaching – fully independent of Government – through the “Claim Your College” consortium of leading educational organisations. The College of Teaching is expected to be fully independent of Government, established and led by teachers. It is intended that its start-up costs will be met by a significant injection of Government funding, along with funding from a range of other sources. We, as well as the organisations and individuals leading this project, are clear that support must be offered wholly in recognition of the new body's independence from Government. But if Government can play any part in facilitating this important step towards promoting the professional status of teachers and teaching, then it is right that we should do so. We very much look forward to seeing this work progress quickly, with a view to teachers being able to take up membership of the new College as soon as possible. The opportunity to do so will give teachers the professional recognition and status that teaching should rightly command.

In the longer term, a new professional body could play a leading role in the promotion of high-quality professional development for teachers. Such opportunities are one of the defining hallmarks of all established and respected professions. Yet responses to the consultation confirmed that, at present, teachers too often face barriers to accessing the types of evidence-based professional development that have a real impact on their own practice and the outcomes of their pupils.

By launching our new Professional Development Fund, we will give many more teachers the opportunity to experience professional development at its best, building on the outstanding practice that leading schools are already demonstrating. Through the new

fund, Teaching Schools will be able to bid for up to £300,000 each to develop and deliver programmes of professional development that are evidence-based and have a real impact on improving teacher practice. In delivering these programmes, Teaching Schools will work with broad alliances of other schools – particularly those which have the greatest need for support. These programmes will be rigorously evaluated, and the resulting evidence base will be made readily accessible in formats that teachers can apply to their own practice, through a new online professional development portal.

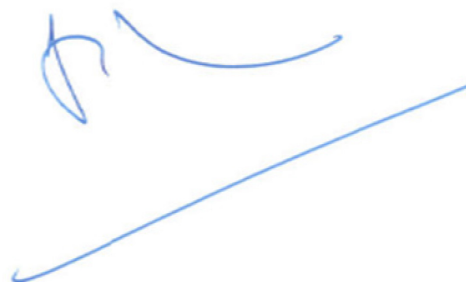
Our announcement today is for the first phase of this scalable fund, for which we are making up to £5million available this year – we will consider extending this amount based on demand. We hope that this will be the first step of many, helping to build and secure a robust evidence base for teachers and schools. And, as the Teaching Schools network grows and more schools participate in alliances, still more teachers will have access to the types of development opportunity that will help them to release their pupils' full potential.

Alongside the new fund, we are also establishing an expert group to develop a new standard for teachers' professional development. This new standard, along with the widely-disseminated evaluation of programmes supported by the fund, will help to share an understanding of best practice and raise teachers' expectations around professional development, dispelling long-held myths and promoting an evidence-informed summary of "what works".

We would like to thank all of the nearly 300 individuals and organisations – the majority of whom were teachers and school leaders – who took the time to engage with this vital debate about teacher quality and professionalism. Our response to those views here marks a clear commitment to a programme of action that will support the teaching profession in England to develop and improve alongside the very best in the world.



Rt. Hon Nicky Morgan MP
Secretary of State for Education



Rt. Hon David Laws MP
Minister of State for Schools

Introduction

Evidence from around the world consistently arrives at the same simple conclusion: the quality of teaching is the single most important school-based factor determining how well children achieve. That is why the Government's plan for education has put a world-class teaching profession at the very heart of driving up standards in schools. In 2010 we published our White Paper, *The Importance of Teaching*; since then we have made great progress – working in partnership with teachers and school leaders – to raise the quality of teaching in our schools. We are firm in our belief that England's teachers are already world-class; we are proud to have many thousands of dedicated, hard-working professionals in classrooms across the country. We also believe that it is our responsibility, as Government, to do whatever we can to support the teaching profession to go even further as it strives for development and improvement.

We believe that, to achieve high-quality teaching, it is essential to put more powers in the hands of an increasingly self-improving teaching profession, whilst continuing to support and nurture our teachers' commitment to their own continuous learning and development. We have already made considerable progress towards that vision, with reforms that give greater freedoms to schools and which allow teachers to exercise professional autonomy, all in the context of an appropriately robust system of accountability. But there is more that Government can do to give teachers the support that they should be able to draw on in order to help them develop and improve. In particular, we can help teachers remove the barriers that prevent them from having the regular access to high-quality professional development opportunities that they both need and deserve. And we believe that strong professional leadership, independent of Government, can help teachers to put their profession in a position of respect and esteem, where it rightly should be.

It is for these reasons that from 9 December 2014 to 3 February 2015 we sought views on proposals which are intended to:

- Support the establishment of a new, independent professional body for teaching (a "College of Teaching"); and,
- Raise the quality of teachers' professional development, using the best schools to design and deliver programmes that are rigorously evaluated for impact, and which build a clear evidence base that will be beneficial to the whole profession.

Taken together, these proposals represent the next phase of a key strand of the Government's plan for education, empowering teachers as professionals who are deeply committed to development and improvement.

Ideas around a College of Teaching have already been widely discussed and consulted upon within the profession; it is very much for teachers to decide how any professional body should support them. For this reason we did not consult in detail on a professional

body for teaching within “A World-Class Teaching Profession”, rather we set out Government’s support for the principle of a new body, and invited expressions of interest from those seeking support to establish it.

This document provides a summary of the responses we received to the consultation, and of the discussions that took place in various groups of teachers, headteachers and their representatives. It also outlines the steps that we propose to take in response to what we have heard during the consultation.

Summary of responses received and main findings

Responses in this document are from several sources:

- The e-consultation, to which we received 176 responses from a range of sources, broken down as follows:

Teachers:	18%
Schools:	13%
Higher education institutions:	7%
Headteachers:	6%
Organisations representing school teachers and lecturers:	5%
Local authorities:	3%
Subject associations:	3%
Independent schools:	1%
Early years settings:	1%
Further education colleges:	1%
School governors:	1%
Special schools:	1%
Other ¹ :	43%
Total:	100%

- Of the teachers responding to the e-consultation, 73% had been teaching for more than 11 years, 20% between 2-5 years, 3% 2-5 years and 3% were newly qualified.
- Departmental reference groups and bodies including the Primary and Secondary Headteachers' and the Teachers' Reference Groups and the Bureaucracy Reference Group.
- Two consultation events run specifically to consider the questions posed in the consultation document – these were attended by 57 people, including representatives from many schools, local authorities and HEIs. We would like to thank Huntington School, York, and Morpeth School, Tower Hamlets, for their support in hosting these events.
- Responses were also received from the six main teacher and headteacher unions.

¹ The categories are self-selected, so the 'Other' group could include anyone who has not chosen any of the previous categories (including people working in schools). The category also includes professional development providers, retired teachers, and individuals from outside teaching.

Methodology

To encourage as much freedom and creativity as possible within responses the consultation allowed 'free text' answers to all questions. This meant that the range of responses was very broad and varied, both in terms of content and detail.

While it is not possible to capture the full depth and specificity of all the individual responses in this summary report, all will be taken into account when developing future policy. To provide meaningful data we have grouped together similar responses into themes to show areas and strength of agreement. Where a response covered multiple themes, each of these has been recorded separately.

Main findings from the consultation

The consultation received a wide range of responses from differing viewpoints, but there were some recurrent themes running through both individual question responses and the consultation as a whole.

Overall Themes from Responses

- Time, quality and cost are significant barriers to the best professional development.
- Evaluation of professional development is highly variable and only partially successful, with differing understandings of what constitutes evaluation. The majority view was that appraisal systems and a national standard for professional development could be seen as important factors supporting effective evaluation.
- Teachers and schools should take the greatest responsibility for ensuring effective professional development takes place.
- Geographical coverage of Teaching Schools is a concern, but there is broad agreement that Teaching Schools should support less successful schools in driving up standards of professional development.
- Respondents felt that funding for Teaching Schools to deliver professional development should be based on a proven track record of success and effective partnership working.
- Teachers would benefit from an accessible and well-developed online platform for sharing research and evaluations of different approaches to professional development, based on robust evidence about their impact on the quality of teaching.
- Ring-fenced time and a contractual/statutory entitlement to professional development could help remove remaining barriers to effective practice.

Question analysis

A series of questions were asked around teacher's professional development and how best to meet the needs of the profession.

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

	Total	Percent
Time/workload	130	74%
Quality of training (either poor quality or lacking knowledge to choose)	98	56%
Cost of training	87	49%
Cost of supply cover	45	26%
Lack of priority/organisation/unsupportive culture in schools	43	24%
Lack of access to research/evidence	40	23%
Lack of understanding over outcomes/impact	37	21%
Overly-focussed on pedagogy (insufficient subject-focus)	20	11%
Poor quality supply cover	19	11%
Commercially-focussed providers (driving content/demand)	19	11%
Ofsted (pressure of preparation or dictating content)	18	10%
Impact of overall system change	18	10%

Time, quality and cost were the biggest barriers identified by respondents. There was a wide range of other impediments highlighted such as: pressure to meet targets (7%); one-off/short term training (7%); lack of autonomy/trust in teachers to manage their own development (6%); issues of geographical accessibility (5%); an over-reliance on in-house delivery (5%); reluctance to admit to development needs (4%); and a general lack of incentives to actively seek professional development (4%).

Time and workload were identified as the biggest barriers to effective professional development. The Government's response to the Workload Challenge, published in February this year, explained the complex issues that lead to unnecessary and unproductive workload in schools, and set out a clear plan of action to start to address them. Headteachers, with their governing bodies, are responsible for the workload and professional development of their teachers. The new headteacher standards of excellence (developed by a group of leading headteachers) set out the knowledge, skills

and behaviour headteachers should aspire to. Underpinning the standards is the expectation that headteachers lead by example the professional conduct and practice of teachers, in a way that minimises unnecessary workload and leaves room for high-quality professional development for their staff.

“The abundance and aggressive marketing of commercial CPD providers. All the evidence suggests that good CPD is long-term, with a pedagogic focus, and yet the majority of courses that teachers attend are one day only, with seductive titles like ‘How to teach an OFSTED outstanding lesson’ or ‘outstanding bottom set teaching’.”

Maths teacher at a maintained secondary in North London

“Staff are working flat out on the day to day job teaching, preparing and marking. Where additional professional development is offered (over and above the INSET required hours) it is optional and many staff feel that it is hard to prioritise this over more pressing teaching deadlines.”

Assistant head teacher, Secondary Academy in North East England

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

Currently	Total	Percent
Through performance management/appraisal	29	16%
None/very little	27	15%
Informal/ongoing evaluation	21	12%
Through evaluation forms/portfolios	21	12%
Through practical differences and impact on pupil progress	14	8%
Feeding back to meetings	12	7%
Reflection/self-study	12	7%
Lesson observation	8	4%
Online	5	3%
How to improve	Total	Percent
Set a national standard/requirement for professional development, including ring-fenced time to evaluate (possible role for a new College of Teaching)	23	13%
Actively assess impact on pupils	20	11%
Peer and group evaluation	16	9%
Through performance management/appraisal	14	8%
Longer-term evaluation	12	7%
Online tools	11	6%
Involve HEIs	9	5%

Views were wide-ranging on this question; overall there was support for performance management/appraisal being a major element of evaluation, with some agreement that evaluation should be based on the impact of professional development on pupils (the National Science Learning Network was cited as an example of good practice in this area).

However, understanding of what in fact constitutes “evaluation” seemed to vary, with some respondents not considering ongoing/self-evaluation to be a true form of evaluation. This perhaps reflects the divergent views on whether or not teachers are effective evaluators of their own professional development practice. It also suggests that what is understood as “evaluation” can range from unstructured and self-motivated

reflection through to methodologically rigorous impact studies, or even randomised control trials (involving experts in higher education institutions).

Other views around improving evaluation included: more (developmental) lesson observation (3%); requiring providers to evaluate own professional development provision (3%); needs analyses of staff learning requirement (3%); minimising paperwork (2%); requiring formal annual reports by schools on professional development (2%); and increased use of reflective journals (2%).

Diverging approaches to evaluation

“We use a piece of software [called Bluewave Swift], for which each member of staff has a log-in. When any staff members attend professional development they have to evaluate using this tool – this then feeds back into the School Development Plan and their own performance management... all CPD should be linked to performance management targets, self-review and teachers standards.”

Teaching School Alliance in South London

“For rigorous evaluation...teachers and schools need:

- To follow up initial exploration of the effectiveness of a CPD or CPDL activity at least three months later and in the light of pupils’ responses to teachers’ learning;

- A means of calibrating judgements about effectiveness; [and]

- Much deeper, formative exploration of the effectiveness of CPD and CPDL experiences and outcomes during performance review discussions and cross-school analysis of the outcomes of performance review, the school development plan and CPD plans.”

Curee Ltd

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

Primary Responsibility	Total	Percent
Teachers	55	31%
Schools	45	26%
Heads and senior leaders	19	11%
Contractual right/requirement	17	10%
Government	17	10%
Equal between teachers, schools and Government	15	9%
Professional body	7	4%
Governors	3	2%
Local Authorities	6	3%
Role of Professional Body	Total	Percent
Register, assure quality and suitability of professional development provision	31	18%
Set standards and offer a professional pathway for the profession (Chartered Teacher Status)	27	15%
Be independent	11	6%
Promote professional development and evidence-based practice	11	6%
Enforce professional development requirements	10	6%
Work in partnership with HEIs/subject associations	10	6%
Develop on-line professional development portal	7	4%

The breakdown above is based on where respondents felt primary responsibility should lie; many felt the responsibility for ensuring appropriate professional development should be shared at different levels, for example with Government and/or a professional body ensuring adequate funding/information, schools ensuring sufficient teacher time and advice, and individual teachers taking primary responsibility for their own development needs. Almost a third stated that primary responsibility sat with teachers.

“Different players in the system have different responsibilities for changing the way we conceptualise professional development and engage with it.”

Teacher Development Trust

Additional views on the potential future role of a professional body (each at 2%) included: accreditation of professional development qualifications, acting as a communication hub, and being teacher-led.

“If a new independent body (such as a college of teaching) is established they might be able to promote the principles of good CPD, perhaps ‘kite mark’ programmes that are proven to have an impact on practice development, and help to ensure that CPD is based in relevant scholarship.”

Newcastle University

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

Coverage	Total	Percent
Geographical coverage (particularly in primaries, rural or coastal areas)	55	31%
Variable expertise, quality and leadership	39	22%
Lack of capacity to take on more	16	9%
New/untested (no evidence of impact)	13	7%
Lack of access to research/links to HEIs	10	6%
Disproportionate variation in funding (according to type, phase, location)	9	5%
Addressing Gaps	Total	Percent
Teaching Schools should be matched with Universities/Subject Associations to ensure access to research and quality assure development	25	14%
Match Teaching Schools with other schools	22	12%
Use social media, for example Skype – development doesn't have to be face-to-face	11	6%
Use LAs to support Teaching Schools and promote links with other schools	11	6%
Raise profile of Teaching Schools/promote what they offer	7	4%
Allow Teaching Schools to develop specialisms, rather than offer everything	6	3%
Allow 'good' schools to be Teaching Schools too	5	3%

The biggest issues raised by respondents were around geographical coverage, capacity and quality. There was agreement that Teaching Schools should be matched with other, less well-performing schools, but a strong belief that subject associations and HEIs must be engaged to ensure the quality and evidence-based nature of the development activities offered.

Some other coverage issues highlighted (at 1% or less) included: little incentive for free schools, academies and special schools to join alliances.

Other suggested solutions (again at 1% or less) included: Teaching Schools should be required to offer support to all schools; more independent/state school partnership working is needed; more accountability for results; an annual summer INSET week to provide all training in one go; assign non-Teaching School outstanding schools to deliver outside alliances; more cross-phase working; and develop a shared central on-line resource to manage delivery.

“Teaching Schools need to work with subject associations, professional bodies and higher education institutions to ensure that high quality, research and evidence informed, professional development is available to all teachers. A new College of Teaching needs to promote such partnerships to the benefit of all learners and their teachers.”

Institute of Mathematics and Its Applications

Question 5 - What should the criteria be for Teaching Schools wishing to draw on the new funding pot for CPD? Should there, for example, be a requirement to work with a predetermined proportion of schools that are not already good or outstanding?

	Total	Percent
Teaching Schools should have to work with lower achieving schools to attract funding	31	18%
Funding should be based on independently assessed evidence of achievement, with stretching targets	29	16%
Should be dependent on working in partnership with Universities/Subject Associations, including offering/disseminating research	23	13%
Should be based on proven ability to work with a range of types/phases of schools	14	8%
Ofsted rating should not be used to designate Teaching Schools, or to decide which schools they should support	8	4%
Teaching Schools should include a representative range by phase and academy/maintained	5	3%
Teachers should not be taken out of classes to teach teachers	3	5%

	Total	Percent
Outstanding schools also need support from Teaching Schools	3	5%

There was broad agreement that funding should be based on proven success and an ability to work in partnership with all other relevant parties.

Other respondents commented (at 2% or less) that:

- Funding should be available to other providers too;
- Funding/charging should be means or need based, should be funded/coordinated through LAs;
- Teaching Schools don't always have the skills or capacity to improve the most challenging schools;
- only those who can offer free/inexpensive training should be Teaching Schools;
- Teaching Schools should offer a networking community;
- Teaching Schools' funding should be part of their core grant;
- Teaching Schools should support inadequate schools in identifying what their development needs are;
- Teaching Schools do not always have specialist experience (for example in SEN); and
- Teaching Schools should offer secondment of teachers to other schools.

“Funding should be related to the amount of support they [Teaching Schools] offer to colleagues from other schools. I think schools should be allowed to decide how many schools they work with but the amount of money they receive should reflect this.”

Anonymous

“Whatever the mechanism developed, we believe that the distribution of the funding pot should be in accordance with principles that permit the widest possible range of teachers to benefit.”

UCET

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

	Total	Percent
Yes	82	47%
No	10	6%
Needs to be easily accessible – content and compatibility with a range of software	27	15%
Needs to be evidence-based and research-led	22	12%
Won't be suitable for all – needs to be complemented with face-to-face activities	18	10%
Use existing platforms	8	4%
Needs to be open/collaborative	6	3%
Needs to be up to date	5	3%

Almost half of all respondents agreed that teachers would benefit from an online platform. Many felt that the benefits would be greatest if other factors were taken into account, such as accessibility and complementing the on-line element with face-to-face support. A significant number of respondents commented that, in order to be effective, such a platform must be evidence-based and research-led.

Some other respondents (1%) commented: the platform would need to be supported by social media to highlight new research, and must ensure understanding and not offer 'off the shelf' lesson plans.

On how an on-line platform should work:

"It needs to be:

1. *Subject/topic/phase specific.*
2. *Carefully monitored and kept tidy, ideally it needs a specialist in each area to do this and give advice to users."*

Educational charity in Surrey

On potential benefits of sharing best practice

"This is currently an under-developed opportunity and one which could be a fantastic addition to professional dialogue."

Buckinghamshire County Council

Question 7 - What other approaches would help schools to remove barriers and incentivise effective professional development for teachers?

	Total	Percent
More time (overstaffing, reduced timetables etc.)	33	19%
Professional development requirement/contractual obligation	24	14%
Ring-fenced or LA funding	20	11%
Greater emphasis on research in schools (sabbaticals or school research leads)	18	10%
Linked to pay progression/appraisal	17	10%
Greater links with HEIs/academics	16	9%
Chartered Teacher Status/career pathways (tailored for teachers rather than leaders)	14	8%
Accreditation/kitemarking of professional development providers	14	8%
Greater support from school leadership	13	7%
Accreditation of development	12	7%
Additional pay incentives	11	6%
Greater emphasis on subject knowledge	8	4%
DfE and Ofsted should promote the importance of professional development	7	4%
Better access to online networks	7	4%
Specialist inter-school network of development advisers/observers	6	3%
A lighter inspection regime	4	2%
Devolve responsibility to a College of Teaching	3	2%
Allocation, use and evaluation of development should be include in Ofsted inspections	3	2%

Most frequent responses to this question reflected the barriers identified in question 1, for example in suggesting more, and ring-fenced, time for professional development. Other comments seemed to reflect support for a more structured approach to professional development, including some support for a College of Teaching role in achieving that.

Other approaches cited by respondents (all at 1% or less) were as follows:

- non-pay incentives;
- abolishing performance-related pay (inhibits people from admitting development needs);

- transparent processes/guidelines for assigning development opportunities;
- removing professional development from Ofsted inspections;
- modular Masters credit opportunities;
- more peer observation; and
- more mentoring/coaching.

“[Incorporate] time into the working life so that professional development is as important as the student timetable; it must be factored in to be taken seriously by leaders and teachers.”

Experienced teacher at a Pupil Referral Unit in the Home Counties

“[Remove] restrictions on the number of INSET days per year and that they have to be INSET ‘days’.”

Teaching School Alliance in South London

DfE-hosted groups – feedback

The consultation questions were discussed at the following DfE-hosted groups:

- Bureaucracy Reference Group;
- Teachers' Reference Group; and
- both the Primary and Secondary Heads' Reference Groups.

Views expressed broadly chimed with those in the e-consultation; some key themes for each question are summarised below:

Q1 What are the greatest impediments teachers and schools face in regularly undertaking high quality professional development?

- Time (both for professional development and to apply learning);
- workload;
- releasing staff and cover can be difficult, especially in smaller schools;
- quality/understanding of professional development on offer;
- professional development needs to be understood in its widest sense – not just training courses; and
- one-size fits all approach.

Q2 To what extent, and how, do teachers currently evaluate their professional development? What would support more rigorous evaluation?

- Depends on desired outcomes;
- extremely variable;
- should be closer and more consistent links to pay/appraisal system;
- should have clear objectives from outset; and
- standardised QA/kitemark system would help.

Q3 Where should the balance of responsibility lie between teachers, schools and Government for ensuring appropriate professional development is undertaken? How, in the longer term, might responsibility sit with a new independent professional body?

- Primarily with teachers (as set out in the Teachers' Standards), supported by senior leadership;
- professional body in a quality assurance role;
- professional body offering "chartered teacher status"; and
- professional development minimum entitlement.

Q4 Despite the growing reach of the Teaching Schools network, are there areas where coverage of schools would remain a concern? How could any gaps be addressed?

- Coverage, especially in rural/coastal areas is a problem;
- capacity is also an issue;
- better commissioning and brokering between schools would help;
- Teaching Schools are often asked to focus on change management, this may increase further as subsidies for National Professional Qualification in Headship are withdrawn;
- Teaching Schools charging for services is a barrier for some schools; and
- Teaching Schools need to be responsive to local needs, this is currently variable.

Q5 What should the criteria be for Teaching Schools wishing to draw on the new funding pot for CPD? Should there, for example, be a requirement to work with a predetermined proportion of schools that are not already good or outstanding?

- Requirement to work with a proportion of schools is purely aspirational unless commissioning and brokering is managed well.

Q6 Will teachers benefit from an online platform that collates and presents evidence-based best practice?

- Yes very much a good idea, but who will manage/maintain? – essential that it is up to date and accessible.

Q7 What other approaches would help schools to remove barriers and incentivise effective professional development for teachers?

- Incentivising collaboration between the best/worst performing schools;
- incentives and encouragement for poor performing schools (not compulsory academisation) – need to invest and embed developing practice;
- greater use of lesson study;
- more use of subject specific development – subject hubs;
- better/wider use of “gurus” – Specialist Leaders of Education (SLEs), mentors and Leading Practitioners; and
- Improving and Outstanding Teacher Programmes (ITP and OTP) were cited as good practice in teacher development.

Consultation events – feedback

DfE hosted two consultation events in York and London – these were attended by 57 people, including representatives from many schools, local authorities and HEIs. Discussion in these events was focused on the questions set out in the consultation document.

Again, views were broadly consistent with those expressed in the e-consultation. Themes are summarised below, in order of the level of agreement between attendees:

Q1 What are the greatest impediments teachers and schools face in regularly undertaking high quality professional development?

- Time/cover;
- budgets/costs;
- too driven by market forces, often pushed in the context of Ofsted’s perceived requirements;
- quality and content don’t meet teachers’ needs;
- school culture/management don’t support professional development;
- understanding/defining what constitutes good professional development; and performance-related pay means people are reluctant to admit to development needs.

Q2 To what extent, and how, do teachers currently evaluate their professional development? What would support more rigorous evaluation?

- Majority of comments were around defining what is meant by evaluation, and whether enough teachers are confident in evaluating the effectiveness of their learning;
- sometimes evaluation is too closely linked to appraisal, rather than the effectiveness of learning; and
- a suggested definition of effective evaluation – “in sufficient depth to convince a sceptical colleague”.

Q3 Where should the balance of responsibility lie between teachers, schools and Government for ensuring appropriate professional development is undertaken? How, in the longer term, might responsibility sit with a new independent professional body?

- Strong consensus that teachers should have primary responsibility for their own professional development, but with appropriate support from school leaders (time, advice), Government (promoting professional development, a possible entitlement) and any professional body (quality assuring and evaluating professional development); and

- concerns that Ofsted inspection may be driving professional development, rather than individual teachers' needs.

Q4 Despite the growing reach of the Teaching Schools network, are there areas where coverage of schools would remain a concern? How could any gaps be addressed?

- Concerns about capability, quality of Teaching Schools and that expertise in non-Teaching Schools might be missed “no one is the best at everything”;
- geographical coverage, especially in rural/coastal areas;
- concerns about rivalry between Teaching Schools;
- capacity of Teaching Schools to lead on more professional development; and
- should be a role for local authorities and universities, who already have this expertise.

Q5 What should the criteria be for Teaching Schools wishing to draw on the new funding pot for CPD? Should there, for example, be a requirement to work with a predetermined proportion of schools that are not already good or outstanding?

- Funding and results should be based around the relevance, effectiveness and impact (on teaching and students) of professional development offered – measured through effective (perhaps independent) evaluation;
- funding should be delegated to schools or even individual teachers, so that demand drives supply – perhaps through vouchers – only valid at Teaching Schools;
- should have to work with other schools (not just those in “requires improvement”), areas of development should be identified through consensus, not imposed by Teaching Schools. Objectives of professional development should be around realistic and achievable progress – not necessarily Ofsted ratings;
- Teaching Schools should be allowed to specialise and work with other schools who have strengths in a particular area – for example Teacher Training or Research Teaching Schools;
- role in signposting and promoting better use of evidence; and
- learning from the best professional development of the past, from universities, international evidence.

Q6 Will teachers benefit from an online platform that collates and presents evidence-based best practice?

General consensus that this would be a good thing, but with a number of provisos:

- Content must be high quality, up to date and easily accessible (in terms of software compatibility and style of writing);
- content needs to be independently and reliably evaluated – who can do this?
- evidence need to interpreted so applications are clear – different types/phases of schools; and
- needs to learn from existing best practice, such as EEF Toolkit and British Council e-twinning tool.

Q7 What other approaches would help schools to remove barriers and incentivise effective professional development for teachers?

Wide range of comments in this area, some of the recurring ones included:

- Flexible and assigned time for professional development – more and better use of INSET days;
- needs to be a continuum of professional development, starting at ITT and promoted and encouraged (by management/Government/any professional body) to engage teachers at every stage of their careers;
- give teachers greater autonomy, support and trust around their professional development with the freedom to admit development needs and to try new and creative opportunities, including acceptance that these may not always work;
- support this with a broader understanding and acceptance of what constitutes professional development (e.g. sabbaticals, lesson study); and
- encourage a more inquiring culture around professional development with greater emphasis on research/evidence – why does a particular intervention work/fail?

Trades' Unions responses

We received responses from NASUWT, ASCL, NAHT, ATL, NUT and Voice. These were in a range of formats, where they responded to the specific consultation questions these are included in the main question analysis section of this document. Some responses were much broader than the questions asked in this consultation, so a summary is included below:

Q1 – Barriers to professional development

- All unions cited time and cost, some referred to the short-term nature of professional development being an issue – especially when structured around INSET days.

Q2 – Evaluation

- All agreed that this was variable and inconsistent; and
- suggested improvements were around helping to develop understanding in teaching of what constitutes the best professional development.

Q3 – Balance of responsibility for professional development

- Varied responses, most agreed that schools and teachers had primary responsibility; and
- suggestions around a College of Teaching having a role here, and the importance from learning from the experience of other countries in this area.

Q4 – Teaching Schools issues

- Centred around coverage, capacity and inclusivity of Teaching Schools;
- suggestions around Teaching Schools being allowed to specialise; and
- feeling that other organisations, specifically HEIs have as much of a role to play as Teaching Schools.

Q5 – Funding criteria

- Ability to work in partnership with a range of stakeholders was felt to be vital, as was a proven track record in delivering high quality and effective professional development; and
- funding should not be open purely to Teaching Schools.

Q6 – Online platform

- Generally supportive provided it is appropriately quality assured and does not replace face-to-face activities; and
- important to build on existing similar platforms that are available.

Q7 – Incentives and removing barriers

- Wide ranging responses including: embedding learning culture in ITT, improving understanding of good professional development, more time, more funding, and support for a College of Teaching.

Other Comments

- Comments were made around the proposed College of Teaching and its prospective role in professional development.

Social Media

The consultation was widely promoted on social media which helped to encourage responses and stimulated discussion around both professional development and a prospective College of Teaching.

The reaction to the launch of the consultation was substantial with over 2,000 comments within the first 24 hours. The main focus was the proposal for a College of Teaching with a BBC online news article on the launch receiving over 200 comments on the subject. The hashtag *#worldclassteachers* received 49 tweets within the first 24 hours of the consultation going live.

Throughout the period of the consultation there was sustained interest, with many organisations such as TES and Schools Week regularly re-tweeting the link to the consultation to encourage people to respond. The two consultation events held in January prompted a rise in activity across Twitter. Delegates were encouraged to tweet throughout the events and, as a result, over 370 tweets were posted during and after the sessions. The majority of the posts were positive about the events and many commented on the usefulness of the discussions taking place and shared their thoughts on emerging ideas.

Some examples of tweets on the launch and the consultation events are listed below:

The launch:

- We welcome the opportunity for teachers to engage with this process at the start rather than at the point of implementation. We hope it is a genuine consultation process and that the profession will be listened to. **Voice**
- This announcement recognises the importance of teacher development for improving the lives of our young people and retaining and growing our best professionals. **TDT**
- I think this is a move in the right direction. The image of teachers is tainted by having trade unions rather than a professional body to protect their interests. Teachers need to improve their image despite being among the hardest working people in existence. I hope this is successful. **Comment from BBC website**
- Something is broken! I don't believe this will fix it but anything is a start. **Comment from BBC website**

The consultation events:

- Excellent discussion about quality CPD from those attending. Lots of good ideas and points made. **@MaryMyatt**
- Worldclassteachers offers a great opportunity to define the development of the profession. **@FulcrumUpdate**
- I found *#worldclassteachers* informative, and as you'd hope, an impressive collection of folk helped me develop my thinking. **@GalcottGareth**

- Left #worldclassteachers in a positive frame of mind, but feel we do need to distinguish between school improvement and professional development.
@tonyparkin

Over the complete consultation period the hashtag #worldclassteachers received 459 tweets.

Government response and next steps

Alongside the publication of this report, we will be announcing the steps that Government intends to take in support of securing more, better quality professional development for teachers. The key measures we propose to take are outlined here.

In spite of recent reforms that have focused on improving the quality of teaching, responses to the consultation confirmed that there is still more to do to remove the barriers to accessing effective professional development; and that the approaches to, and quality of, professional development are subject to significant variation across the schools system. Many teachers responding to the consultation were keen to cite examples of good practice, where they felt that their schools were addressing their professional development needs effectively, and that the resultant impact on pupil outcomes was clear. Often, collaborative activities between schools were cited by teachers as the most effective means of sharing expertise and helping schools to identify and address particular areas of weakness.

Yet, in spite of the various examples of good practice that teachers brought to the discussion – all of which pointed to an encouraging prevalence of school-led solutions – it was also clear that there is too much variation in the types and quality of professional development that teachers are undertaking, and too little understanding of how effective professional development can support improved outcomes for pupils. In particular, approaches to – and understanding of – the evaluation of professional development activity appear to be underdeveloped, with teachers reporting little opportunity to reflect on their experience in a systematic and structured way informed by evidence, and apply their thinking to direct improvements in their practice.

Professional Development Fund

The consultation proposed that we should support teachers to improve the overall quality of professional development, and the extent to which it is based on robust evidence and then rigorously evaluated for impact, by establishing a new Professional Development Fund. This fund would support high-quality professional development projects, led by designated Teaching Schools but reaching out to teachers in many other schools – particularly those which require the most additional support to improve their development offer to teachers.

Responses to the consultation reinforced the value that such a fund could bring to changing the landscape of teachers' professional development, and we are therefore proceeding to establish the fund as proposed. Alongside the publication of this consultation response, Government will set out further detail of how we envisage the fund operating.

We have taken note of consultation responses which expressed concern about “cold spots” in the coverage offered by the Teaching Schools network (particularly in terms of rural and coastal reach), and also those which pointed out that existing good practice is not vested exclusively in Teaching Schools. Although we propose that projects seeking funding from the new Professional Development Fund should be led by one or more Teaching Schools, we also expect that such projects will show clear evidence of how they are responding to local need, in particular in reaching out to schools which have the greatest need for additional support (and evidence of this need will form a part of the assessment of applications to the fund).

We proposed that rigorous evaluation should be hard-wired into all projects supported from the new fund. Respondents to the consultation welcomed this proposition, and we will ensure that robust evaluation plans are built into all projects from their initial conception. It will be essential for evaluations to be carried out in a way that provides results in consistent and comparable formats, so that teachers can make informed assessments of the different approaches that have been tried and tested. For that reason, an over-arching evaluation will be commissioned to draw together the evaluation of individual projects, and provide a powerful synthesis of their findings.

Professional Development Portal

We also proposed that Government should work with the sector to develop and deliver a new online forum for sharing evidence and research about approaches to professional development that deliver the greatest impact on teacher quality. The evidence presented through such a forum must be rigorously evaluated and based on high-quality research, helping to ensure that teachers can have confidence in the effectiveness of the approaches they are proposing to adopt.

Responses to the consultation were broadly positive about this proposal. Some respondents argued that teachers already have a wealth of information available to them, and that the real challenge is in selecting, understanding and applying the evidence in ways which can have a real impact on practice. We agree that accessibility and applicability are key to the value that any new resource could bring – and indeed these are the key challenges underpinning the move towards a more evidence-based teaching profession which the Department has been backing following recommendations from Dr Ben Goldacre. Similarly, too little of the information and “evidence” currently available to teachers is quality-assured and based on robust evaluation. For this reason it can be all too easy for teachers to encounter so-called “evidence” which in fact has no sound basis in research.

In order to address the current lack of high-quality evidence about the impact of different approaches to professional development we will, in the first instance, ensure that the evaluation for every project funded through the Professional Development Fund is made

available in formats that are readily accessible to, and relevant for, teachers across the schools system. This, as well as working closely with leading evaluators to develop an overall evaluation of the new fund's impact, will help to develop a robust evidence base of tried and tested approaches, and giving teachers a quality-assured bank of evidence on which to draw.

Professional Development Expert Group

Alongside the consultation, we announced that we intended to set up an expert group which would be tasked with the development of a new Standard for Teachers' Professional Development.

Feedback from the consultation confirms that such a standard could have a valuable role to play in helping teachers, school leaders, and providers alike in understanding the principles that research has shown to make the most effective professional development. Responses to the consultation suggested that such a standard would be particularly helpful in supporting teachers to think about how they evaluate their professional development in a systematic way. It is essential that the composition of the group reflects the depth and breadth of expertise that already exists in our schools, bringing together teachers and school leaders who are at the cutting edge of delivering successful approaches to professional development.

The membership and terms of reference for the new group are being announced alongside the publication of this document.

Support to establish an independent “College of Teaching”

Although the consultation did not explicitly ask questions about our proposal to support the establishment of a new, independent professional body, much of the conversation that has taken place under the “World-Class Teaching Profession” banner has touched on the proposals for a new College of Teaching.

Respondents were supportive of the Government's commitment to the independence of the proposed new body. We are clear that the independence of a new body is paramount to its success in representing the teaching profession as a whole, and we are clear that any support offered by Government must in no way compromise that independence. Alongside this consultation analysis, we will be making an announcement about how we intend to proceed in response to the expressions of interest that were received from those proposing a new professional body.

Conclusion

The consultation has stimulated a rich and wide-ranging discussion, surfacing not only the barriers that teachers face in their professional development, but also identifying many of the innovative and powerful solutions that the teaching profession is already putting into practice. Our role as Government is to support an autonomous teaching profession by removing barriers, championing excellence and supporting teachers to achieve their shared aim of getting the best possible outcomes for all of their pupils. We will continue to work closely with teachers, school leaders, universities, researchers and other partners in the design and delivery of the proposals set out here. Our key aim is to ensure that these proposals bring about a real and positive change in the opportunities that the teaching profession has to continue developing and improving alongside the very best in the world.

Annex A: List of organisations that responded to the consultation

4Children	Curee Ltd
Association for Language Learning	Departmental UCU branch, Goldsmiths, University of London, Dept of Educational Studies,
Association for Professional Development in Early Years	Derbyshire County Council
Association of School and College Leaders (ASCL)	Dyslexia-SpLD Trust, The
Association For Science Education	Eastern Leadership Centre
Association of Teachers and Lecturers (ATL)	Ed Futures Collaboration Charity
Association of Teachers of Mathematics	Education Endowment Foundation
Best Practice Network	ETC Teaching School Alliance
British Psychological Society, The	Everton Nursery School and Family Centre
Buckinghamshire County Council	Field Studies Council
Cambridge Primary Review Trust	Furness Education Consortium
Catholic Education Service	Geographical Association
Chartered Institute for IT, The	Geography Education Research Collective (GEReCo)
Cheshire West and Chester Council	Goldsmiths
Child Bereavement UK	Goose Green Primary School
Church of England	Hampshire County Council
Claim Your College Coalition	Highfield Nursery School
Collingwood College	Historical Association
Communication Trust	Independent Thinking Ltd
Council for Learning Outside the Classroom	Institute of Mathematics and its Applications

IRIS Connect	Pupils 2 Parliament
Kemnal Academies Trust	Royal Statistical Society
King's College London	Science Learning Centre South West
Kyra Teaching School Alliance	Science:Education:Governance
Liverpool John Moores University	Sheffield Institute of Education, Sheffield Hallam University
Lyndhurst Dyslexia Centre	SHIPS Project, The
Magna Carta School, The	Sixth Form Colleges Association
Mencap	SMaR+ PD
MirandaNet	Somerset Parent Carer Forum
Mitcham Town Community Trust	Southern Collaborative Learning Partnership
MyScience: National Science Learning Network	Surrey Secondary Headteachers' Phase Council
NASUWT	TBAP Teaching School Alliance
National Association of Head Teachers	Teacher Development Trust
National Centre for Excellence in the Teaching of Mathematics (NCETM)	TeachFirst
National Day Nurseries Association	Teaching Schools' Council
National Foundation for Educational Research (NFER)	TES Global
National Union of Teachers (NUT)	UCL Institute of Education
Newcastle University	United Kingdom Literacy Association
North Somerset Council	Universities Council for the Education of Teachers (UCET)
North Yorkshire County Council	University of Bristol
Oxford Cambridge and RSA (OCR)	University of Cambridge Faculty of Education
Pearson	University of Derby
Percy Hedley Foundation	

University of East Anglia

University of Exeter

University of Nottingham

University of Sheffield

University of Southampton

University of Wolverhampton

University of York, Institute for
Effective Education

Voice The Union

Wellcome Trust, The

West London Teaching School Alliance



Department
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