

Teachers Working Longer Review – Meeting of the Steering Group
17 November 2015

Minutes

Attendees

DfE – Stephen Baker (Chair), Jeff Rogerson, Michelle Thompson-Smith, Daniel Metcalfe, Andrew Clarke and Ian Taylor.

Steering Group members – Andrew Morris (NUT), Valentine Mulholland (NAHT), Dave Wilkinson (NASUWT), Anita Jermyn (LGA), Donna Saby (GDST), Dilwyn Roberts-Young (UCAC), Graham Baird (SFCA), Gillian Allcroft (NGA), Suzanne Beckley (ATL) and Mandy Coalter (United Learning).

Apologies

Deborah Simpson (Voice), Tricia Howarth (United Learning), David Binnie (ASCL), Pat Moran (Welsh Government), Joan Binder (FASNA) and Jonathan Lloyd (WLGA).

Notes from meeting		Action By	Action Deadline
1. Welcome and introductions			
Stephen Baker (SB) welcomed the group.	Information		
2. Minutes of the meeting of 20 October and update on action points			
The Steering Group agreed the minutes as a true record and SB advised that DfE would publish the minutes on the group's page on gov.uk.	Action	DfE	27 November
SB gave an update on the actions from the previous meeting:	Information		
<ul style="list-style-type: none"> • DfE published the minutes of the 18 August meeting on gov.uk; • DfE have had further discussions with IT colleagues in regards publishing more content on the group page on gov.uk and have been advised that this will not be possible as these pages should only be sources of information for the general public which will give a brief flavour of work that is being undertaken. DfE are making further investigations into alternative website arrangements and will provide another update at the next meeting; • DfE have contacted officials working on the future of teaching project and updated them on the progress of the WLR to ensure that both projects continue to work closely on points that affect both areas of work; • DfE have put the revised proposal, discussed at the last steering group meeting, to ACAS and they are happy 	Action	DfE	Next meeting
	Information		

<p>to attend the steering group meeting on 1 December. They will also provide four days of a staff member's time to review evidence/documents, at no cost, to assist the review;</p> <ul style="list-style-type: none"> • DfE have been put in touch with the relevant person at CIPD, who they have approached and asked if the organisation can offer a similar level of support as ACAS. A response is yet to be received; • DfE have undertaken work ahead of this meeting on the call for evidence responses and investigated other work relevant to the review which is being carried out by the wider department. The findings will feed into the discussions later in this workshop; • DfE have shared all evidence submitted by group members as part of the stage 2 call for evidence with the rest of the group; • DfE's action point on developing the timeline will be carried forward to the next meeting to enable planning discussions undertaken today to be reflected; and • DfE made arrangements for today's meeting and circulated proposed dates for steering group meetings in December and January, which have now been agreed. 	<p>Action</p> <p>Information</p>	<p>DfE</p>	<p>Next meeting</p>
<p>3. Updates from the amalgamated sub-group meeting held on 20 October</p>			
<p>Jeff Rogerson (JR) provided a brief update on the amalgamated sub-group meeting held on 20 October the main purpose of which was to hear a presentation from IES and PPI, the Employment Practices' REA contractors, which centred on their draft final report. The main points included:</p> <ul style="list-style-type: none"> • There appears to be a lack of available evidence in relation to teachers working longer; • There is evidence in relation to teacher attrition, which includes older workers, and this describes numerous push and pull factors which affect teachers' decisions to leave the profession; and • Flexible working is key to allowing teachers to stay in the profession longer. 	<p>Information</p>		
<p>4. Workshop overview and NHS report</p>			

recommendations			
<p>SB highlighted the purpose of today's workshop and advised that hard copies of the REA reports, researcher presentations, the NHS working longer report and recommendations and all evidence submitted through both stages of the call for evidence were available for each group to reference during discussions.</p> <p>Spreadsheets, prepared by DfE and NASUWT, covering their takes on the evidence to date were circulated to aid discussions.</p> <p>In summary, the aim of the workshop was to:</p> <ul style="list-style-type: none"> • Initiate discussion in 3 small groups to identify conclusions and recommendations for the interim reports; • The group should bear in mind that recommendations do not necessarily need to be a final solution and can be for example to commit to further research or for the review to continue after the final report has been submitted; • Discussions should concentrate on evidence, the gaps in evidence and what this is telling us. We should use that to understand/explore different perspectives; • Concentrate on clear messages/issues in the first instance and then probe further as time allows; and • Groups should look at areas where it may be beneficial to undertake additional research and what form this research should take, taking into account limitations of time and funding and, where possible, priorities for investigation. <p>SB further advised that 50 minutes had been allowed in the agenda for these discussions but that this was flexible.</p>	Information		
5. Group exercise – evidence and gaps			
<p>Steering group members split into three separate groups and held discussions as described above.</p> <p>At the end of the session, the group advised that these discussions needed more time and it was decided to adjust the agenda to allow discussions to continue.</p>	Information		

6. Discussion of group exercise including possible conclusions/recommendations and next steps			
<p>Steering group members reconvened to discuss the group exercise. SB asked a member of each group to feed back on their group's discussion. A summary of the groups' discussions are as follows:</p> <ul style="list-style-type: none"> • There is limited evidence of the impact of teachers working longer, mainly because teachers have not worked longer as of yet; • There is little merit in conducting in-depth research into employment practices at the moment as working longer is an emerging issue and practices are not yet fully developed to address this. The group could, however, conduct further research on part-time working practices, occupational health provision and wellbeing practices; • There are significant gaps in the evidence regarding the impact of ageing on each teaching role, particularly with regards to the physical impact and these gaps could be addressed by commissioning case studies; • Group members consider there is merit in undertaking case studies of teachers who currently choose to work past NPA; • Evidence suggests that the quality of occupational health provision varies and interventions are not frequently offered. The NHS would appear to offer a model of good practice here, the group considers this should be looked into, especially the Boorman review of health and well-being in the NHS (2009); • Research suggests that there is an issue with members' understanding of the TPS and in particular its flexibilities - the group needs to consider what could be done to address this; • There is little evidence on the use of flexible working, other than part time working, or of different career pathways (though it was acknowledged that this might not be the case in all sectors) - the group is interested in looking at what barriers may be preventing 	Information		

<p>schools employing more flexible working;</p> <ul style="list-style-type: none"> As health is a major reason for teachers leaving the profession and mental health and stress lead to a significant proportion of ill health retirements, the group consider moves to promote well-being would be useful - suggestions included looking at why stress is less prevalent in some sectors and making resilience and well-being training mandatory in ITT and leadership training; and Research suggests that older teachers value support from management and colleagues. It also suggests that continuous professional development is not utilised to full effect. 			
7. Review of meeting including any action points			
<p>SB summarised discussions including action points and thanked everyone for attending.</p> <p>JR asked the group to send their comments on the evidence, conclusions and recommendations for use in constructing the interim report by 24 November. DfE will then pull together the information for further discussion at the next steering group meeting.</p> <p>SB advised that the DfE were considering proposing to cancel the amalgamated sub-group meeting of 24 November, as the presentation from ICF, which was the main focus of the agenda, will no longer be taking place.</p> <p>It was suggested that this slot could be used to continue today's discussions. However, it was felt to be too short notice to allow steering group members sufficient time to undertake further work ahead of the meeting.</p>	<p>Information</p> <p>Action</p> <p>Information</p>	<p>Steering group members</p>	<p>24 November</p>
8. Next meeting - 1 December between 11am and 1.30pm – Sanctuary Buildings			
<p>SB advised that the next steering group meeting is due to take place on 1 December between 11am and 1.30pm.</p> <p>It was agreed that this meeting would be a continuation of today's discussions.</p>	<p>Information</p>		