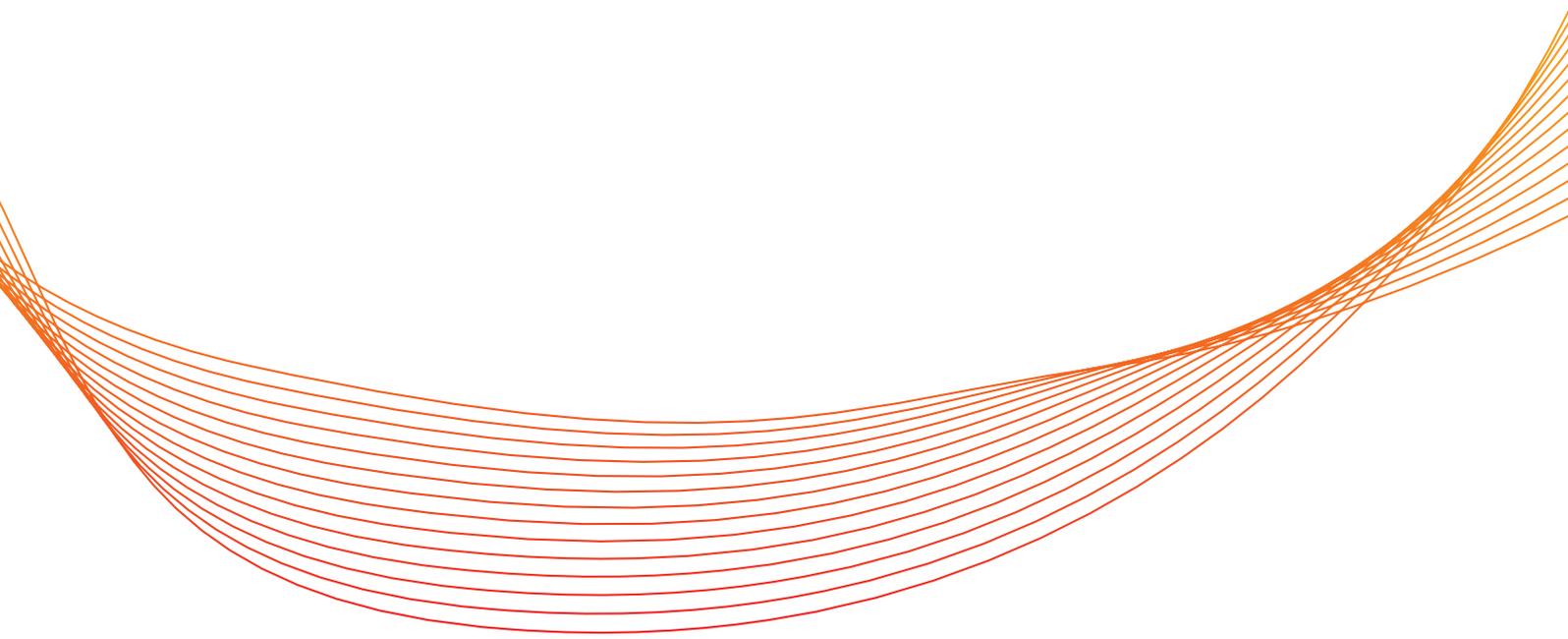




**A new member-driven  
College of Teaching:**  
A blueprint for discussion

Discussion Document

June 2013



This Discussion Document is authored by a Committee of Teachers from different schools with a wide variety of experiences and a Commission of senior individuals with experience of professional bodies and education. Please see the Appendix for a list of members of the Teacher Committee and Commission.

Its function is to explore with the education and wider community the idea of a new member-driven College of Teaching. There are associated online surveys for teachers and headteachers. The written responses to this document, as well as the results of the Teacher Survey and Headteacher Survey, will be published.

The process is being administered by The Prince's Teaching Institute (PTI), an independent charity that provides inspirational professional development for teachers by reconnecting them with a love of their subject.

The PTI would like to thank McKinsey & Co and the many people who have kindly given their advice in the preparation of this document.

## How to respond

- 1 We are inviting written responses to this Discussion Document by Wednesday 31 July. These should be sent to the address or email address below. We ask that where possible written responses address the questions raised in this Discussion Document.

**College of Teaching Consultation**

**The Prince's Teaching Institute**

40 Grosvenor Gardens

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**[consultation@princes-ti.org.uk](mailto:consultation@princes-ti.org.uk)**

- 2 If you are a teacher or a headteacher, you may wish instead to answer the shortened online Teacher Survey or Headteacher Survey. Surveys can be completed electronically by visiting:

**<http://www.princes-ti.org.uk/CollegeofTeaching/>**

Responses to this Discussion Document will be made public. If you would like to remain anonymous, please make this clear in your submission.

## Enquiries

If you have any enquiries please contact Ellie Millington on 020 3174 3106 or at

**[consultation@princes-ti.org.uk](mailto:consultation@princes-ti.org.uk)**

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## A new member-driven College of Teaching:

### Why, What, How and Who?

The idea of an independent professional body for teachers with universal membership has been around for a long time, but the latest impetus for the idea was provided in May 2012 by a report<sup>1</sup> from the cross-party Education Committee which articulated the need for a “new member-driven College of Teaching”. Since an exploratory workshop hosted by The Prince’s Teaching Institute in September 2012<sup>2</sup>, there have been a number of publications and articles supporting the idea, most recently in the College of Teachers’ journal *Education Today*<sup>3</sup> and in a booklet of essays from a wide cross-section of education stakeholders called *Towards a Royal College of Teaching*<sup>4</sup>.

This Discussion Document aims to take exploration of the idea one step further.

All commentators are agreed that without the buy-in of the teaching profession, a new College of Teaching - however logical and necessary - will fail to take off.

So, what do teachers, school leaders and the education community think of the idea?

In order to elicit a meaningful response to this question, we believe that there needs to be a blueprint - an overview - to which to respond: What should the organisation’s vision be? What activities should it focus on? What would membership entail? How should it be governed? How much might membership cost?

The scenario in this Discussion Document provides a blueprint to which teachers, school leaders and the education community can respond and provide their views.

We acknowledge that there are plenty more issues to address. For example, should it be a “Royal” College or not? Where would the funds come from for it to get started? When would it be launched? Who would lead it?

We have put these questions out of scope on purpose. They are premature until we ascertain that there is appetite for a new College of Teaching, and have a better understanding of what teachers and school leaders want it to be.

We encourage you, therefore, to respond to this Discussion Document and look forward to your comments.

*“without the buy-in of the teaching profession, a new College of Teaching, however logical and necessary, will fail to take off”*

<sup>1</sup>*Great Teachers: attracting, training and retaining the best*

<sup>2</sup>Investigating the appetite for and remit of a new member-driven College of Teaching ([www.princes-ti.org/CollegeofTeaching](http://www.princes-ti.org/CollegeofTeaching))

<sup>3</sup>*Education Today* Vol 63, No 1.

<sup>4</sup>*Towards a Royal College of Teaching: Raising the status of the profession*, published by the Royal College of Surgeons (<http://tdtrust.org/rcot>).

## Why have a professional body for teachers?

The most successful teacher recruitment campaign of recent years had the strapline ‘Nobody forgets a good teacher’. It succeeded as a message mostly because it is true.

For each of us, those teachers who inspired us and awakened our enthusiasm, gave us opportunities to express ourselves and allowed us to find unsuspected talents, who cared about us and about the people we might become – those people are imprinted as deeply upon us as if they stood in front of us now.

That deeply human quality of great teaching perhaps explains best why we find our teachers so memorable. Sometimes it also disguises the extraordinary professionalism of the teachers themselves and the deep knowledge and skill which underpins inspiring teaching. Teachers must have a depth of understanding of the subject or subjects they teach; must be able to present and share that knowledge in ways which capture the imagination and generate deep thought; must be skilled in assessing work in ways which allow young people to develop; must manage ever-changing groups of children to produce good quality work in the classroom and outside; and much else besides.

In short, the breadth of technical, intellectual, professional and personal capabilities that we expect from teachers is extraordinary. Yet, teaching remains the one profession in this country with no independent body to set standards for the profession.

We think that this lack of an independent body matters, because its absence has resulted in governments stepping into the vacuum to define professional practice. This has in turn led to the progressive dis-empowerment of the profession, which has affected the standing of teaching in society, and its ability to develop as a profession.

In many other walks of life, professionals choose to belong to a Royal College or similar professional body which serves several critical functions: it sets standards of performance for the profession – the expectations that professionals have of one another; it translates these standards into training requirements for those entering the profession, and on-going professional development expectations for those who are qualified; it ensures that professional practice is grounded in the best up-to-date evidence; and it connects together leading researchers and practitioners so that each informs the other. In consequence, a professional body plays a crucial part in generating continuous improvement across the profession.

We believe that a new College of Teaching would serve a similar function for teaching.

This is an idea whose time has come. A new College of Teaching has the potential to become the deeply respected voice on professional matters that teaching needs, and to develop the teaching profession in this country as the finest in the world. In doing so, we believe that it will make a significant contribution to the lives and life chances of children and young people in this and future generations and so to the success of our country.

*“the breadth of technical, intellectual, professional and personal capabilities that we expect from teachers is extraordinary. Yet, teaching remains the one profession in this country with no independent body to set standards”*

## The Vision

*“it has the potential to give the teaching profession an authoritative voice on matters of teaching values, standards, practice and research and to raise the status of teaching in the view of society”*

We believe that a new member-driven College of Teaching should be committed to improving the education of children and young people. It will build a respected profession by advancing teaching standards, developing and recognising excellent teachers, and promoting the use of evidence to inform practice and policy.

The College will need to be motivated by a deep sense of moral and intellectual purpose. It would celebrate high achievement in teaching, embody the most rigorous standards, be driven by its members, advise policy-makers, and ultimately determine the standards for teaching and teachers which should be met. If the College does its job as fully and as effectively as we envisage, teachers nationally will aspire to become members and see the professional opportunities that it opens up as a powerful contribution to the development of their careers.

A College with widespread membership will change the educational orthodoxy to one in which standards are determined by teachers and based in evidence, not determined by political cycle. In so doing it has the potential to give the teaching profession an authoritative voice on matters of teaching values, standards, practice and research and to raise the status of teaching in the view of society. In sum, we believe that it will play an important part in unlocking the answers to many of the educational problems and challenges this country faces.

**Q1** Do you think there is a role for a new independent member-driven College of Teaching? *Please give reasons for your answer.*

**Q2** Do you agree with this Vision? *Please give reasons for your answer.*

**Q3** Do you think the College of Teaching should aim to provide an authoritative voice of the profession on matters of teaching values, standards, practice and research?

## A blueprint

The Vision outlines how the new College of Teaching's activities should be designed to empower and enable teachers to develop a culture of rigorous professional development, recognition and of collaborative professional support. To promote a more detailed debate about the nature of a new College of Teaching, we have developed a scenario, and we outline in this Discussion Document what functions it might perform, how it might be governed and what approximate costs might be.

To be consistent with the vision, we propose an independent organisation where:

- Membership is voluntary and open to all<sup>5</sup>
- Membership signals and embodies commitment to personal professional development
- Standards are high and aspirational.

The College would therefore not be a regulatory body but a supportive one, with no role in disciplinary hearings or in matters of conduct relating to employment. Nor would it seek to represent teachers on matters such as pay and conditions.

For our scenario, we propose a College whose principal activities would be:

- 1 Setting standards
- 2 Enhancing professionals' development
- 3 Informing professional practice, standards and policy with evidence.

We then consider:

- 4 How it would ensure rigorous governance, and
- 5 What would be required of teachers and schools: who should pay and how much?

**Q4** Do you agree that membership of a new College of Teaching should be voluntary? *Please give reasons for your answer.*

**Q5** What do you think the most important activities of a College of Teaching should be?

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<sup>5</sup>For the purposes of this scenario, "all" means teachers teaching in academies, maintained, special and independent schools and sixth-form colleges in England, from Early Years to Key Stage 5. Exact eligibility is beyond the scope of this Discussion Document.

## 1. Setting standards

*“A central role of the College would be to provide the means by which the profession will articulate its own vision of high quality professional practice, through establishing standards”*

A central role of the College would be to provide the means by which the profession will articulate its own vision of high quality professional practice, through establishing standards. These should not be confused with the regulatory minimum standards of practice, which we believe should remain – initially at least – the remit of Government.

These standards will be developed by the profession itself, working from the basis of a broad framework that will be reviewed regularly<sup>6</sup>. Where appropriate they will be informed by evidence and should seek to encourage teachers’ participation in activities external to the College, such as membership of subject associations or individual academic study.

There could be five Professional Areas:

- **Subject content knowledge** “I know my subject(s) and its (their) developments, the curriculum I teach and the relevant specifications well, and this enables me to teach the content to my pupils effectively.”
- **Pedagogical knowledge** “I know how pupils learn and understand how this should affect the way that I teach.”
- **Professional skills** “I am able to plan and deliver a lesson and manage a classroom. I apply appropriate content and pedagogical knowledge to improve pupil outcomes.”
- **Contribution to the profession** “I am willing and able to support my colleagues in their learning and I share what I have learned with others in the profession.”
- **Leadership** “Inside the classroom, across my department, my school and beyond, I am able to foster and manage an environment that makes teachers more effective and improves pupil learning.”

<sup>6</sup>It is assumed that in establishing the standards, reference will be made to existing schemes such as Chartered Teacher status.

## 2. Enhancing professionals' development

### Mentoring

A core principle of College membership will be participation in mentoring. These relationships would be shaped to benefit the recipient and they would be informed by the Standards. In principle, mentors would be College Members and Fellows from another school; they may change over time, as a teacher's needs change through their career.

The College would provide training for mentoring, as well as guidelines for both parties to use. This would be designed to foster a culture of support and professional development, whereby juniors receive more and seniors give more.

### Membership tiers

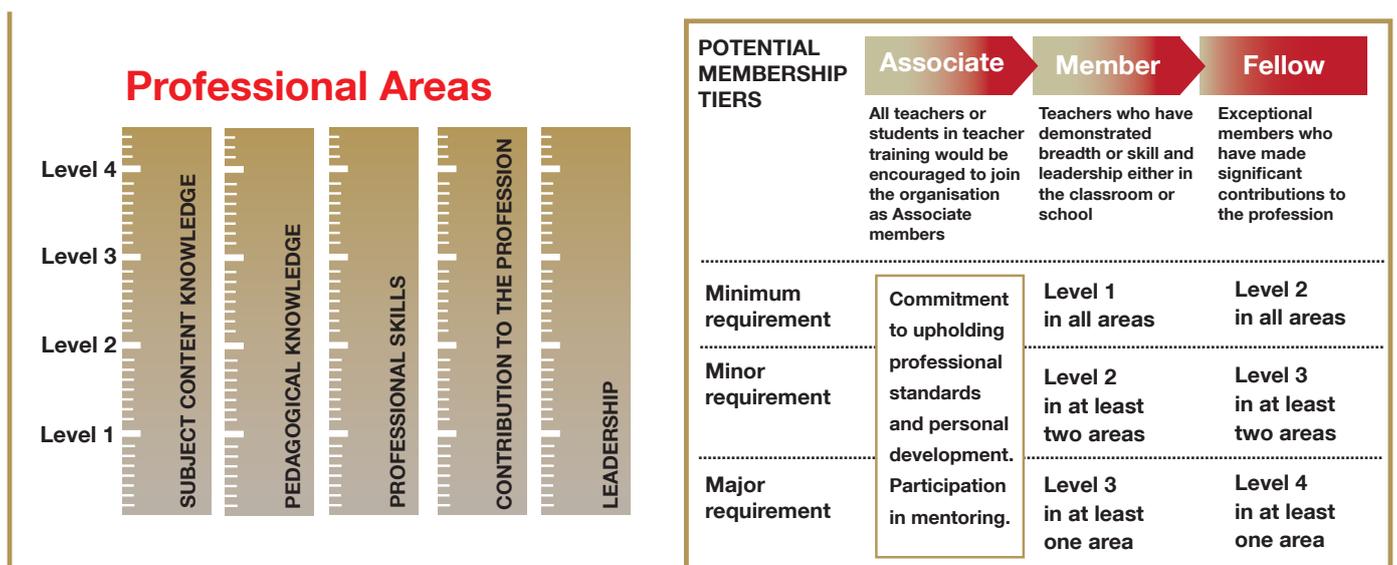
A tiered membership structure of Associate, Member and Fellow would encourage and celebrate the development of a teacher as a professional. The tiers would be constructed to allow all teachers to aspire to the highest level, but only the most exceptional and widely professional would achieve it.

In order to ensure that school leadership is not the only path to seniority, the five Professional Areas outlined below could have equal weight in advancement. Thus, individuals with different portfolios of achievement would still achieve seniority. Progression through the different membership tiers would require minimum levels of achievement in all of the areas outlined in the standards above, as well as allowing a choice of which areas to develop in.<sup>7</sup> (See Figure 1)

As an individual develops expertise in the five Professional Areas outlined above, the College would recognise this through certification to a higher tier. Mentoring could cover any topics, but its core function would be to assist all members to carve out their own professional development path and to prepare for the process of certification, which confirms progression to the next tier.

*"A tiered membership structure of Associate, Member and Fellow would encourage and celebrate the development of a teacher as a professional"*

Figure 1 The Professional Areas and illustrative membership tiers' requirements



<sup>7</sup> The levels of achievement might be congruent with existing structures, such as the QTS requirements, to avoid replication of work and ensure consistency across structures. Non-teaching staff who have made significant contributions could be recognised as honorary members of the College at different tier levels.

## Certification

Progression through the tiers must be managed in a rigorous and transparent way that enables the profession to reward its own best practitioners. A system of assessment by other members of the College would encourage self-reflection and constructive support, and is consistent with the ethos of empowering teachers to hold themselves accountable to each other. The pupil perspective might also be used as part of the assessment evidence for certification to Member and Fellow, but it is recognised that no universally supported system currently exists for this.

*“A system of assessment by other members of the College would encourage self-reflection and constructive support”*

Teachers wishing to apply for membership at the next tier would compile a portfolio of evidence, with the assistance of their mentor. They would then undergo a certification process, whereby another member of the College from outside the teacher’s school would carry out assessment through a visit to their school. Evidence assembled for assessment purposes, with the help of the mentor, might include classroom observations, lesson plan portfolio reviews, colleague interviews, pupil perspective surveys and one to one meetings.

Teachers who are College Members and Fellows will be trained as assessors. These teacher peers will be expected to use their judgement when making assessments, and will assess portfolios against a robust set of behaviours and practices that derive from the standards agreed to by the College.

Certification will be the process by which teachers’ standards are assessed by the College. In order to ensure that Fellows’ standards remain high, we suggest that Fellows re-certify every five years.

### Evaluation of existing Continuing Professional Development (CPD) courses

The existing unregulated CPD market is difficult to navigate. To recommend CPD courses that may be appropriate for individual teachers’ needs, the College might create a professional development evaluation network. This network would require structured feedback on CPD courses and providers, based on pre-agreed criteria. It would then provide an authoritative reference for teachers and College mentors in respect of courses that are right for them.

### Running courses for key moments

The College might also support professional development through providing some CPD courses itself, which would complement existing CPD offers such as those provided by various subject associations, and the PTI. These might be aimed at supporting teachers at moments in their careers when they need more support, and which are not otherwise available, for example when Newly Qualified Teachers begin their first job, when teachers are first promoted into leadership, support for changing schools or sectors, or targeted support for teachers who teach around Key Stage transitions.

**Q6** Do you think that the proposed mentoring structure is a reasonable basis for organising the work of the College?

**Q7** Do you think that the tiered membership and certification process such as that outlined will enhance teachers’ professional learning? *Please give reasons for your answer.*

### 3. Informing professional practice, standards and policy with evidence

At present, teachers often practise in ignorance of what has been proven to work in other schools, and are only partially aware of what the body of international research has to say on a given issue. So teachers and school leaders don't necessarily make fully informed choices, and are susceptible to educational fashions that have no basis in fact. Policy-makers, too, face a fragmented landscape of organisations to whom they can turn for independent advice on policy areas such as curriculum, assessment and school inspections.

Similar to the medical Royal Colleges, a new College of Teaching has the potential to disseminate between practitioners evidence of practice that enhances students' learning. It could also advise teachers, school leaders and policy-makers on current evidence, to the benefit of what is taught in the classroom.

The knowledge gained would also be used to inform the professional standards used by the College.

An equally important function of the College would be to know and state the limits of research evidence. A College of Teaching should not only clarify and disseminate the science of education, but also recognise and celebrate the art and craft of the classroom.

In our blueprint for discussion, the College has a department that would:

- Curate research – reviewing existing international research, select relevant research, and disseminate it through online media. The College could also establish a shared view on research, for the benefit of education policy-makers and practitioners
- Share knowledge with and between practitioners using online media, including sending regular digests and communications to College members
- Provide forums for teachers to debate issues of professional practice and identify solutions for teachers and schools

This department would also have scope to commission research by funding research placements. This would enable it to conduct analysis in priority areas that it identifies. It could also sponsor teachers who wish to take sabbaticals to undertake research, to better connect researchers and practitioners.

*“A College of Teaching should not only clarify and disseminate the science of education, but also recognise and celebrate the art and craft of the classroom”*

**Q8 How important do you think it is for the College to seek to inform practice with evidence?**

**Q9 Do you think the College should seek to advise policy-makers on curriculum, assessment and school inspection?**

## 4. Ensuring rigorous governance

*“a mission  
to improve  
the education of  
children  
and young  
people”*

To ensure clarity, accountability and future sustainability, the governance structures need to be responsive, inclusive and ensure the College’s independence.

Independence requires a structure that is resilient to capture by any special interest group. In this context, we recommend two key design decisions:

- 1) The organisation be established with a mission to improve the education of children and young people
- 2) A set of Trustees and a Board of management will be established. These would be separate bodies, and the Trustees would not exercise a strategic and executive role. Instead they would be restricted to ensuring that the College is adhering to its mission and would have the power to dismiss Board members if necessary.

We propose the following outline organisation:

1. **Board** – Would develop high-level strategy set by the Executive Director, approving financial and operational plans and overseeing the Executive Director, supported in this by the Board Sub-Committees. The Board would comprise elected College members, including teachers and Headteachers, appointed non-executives (independent people from non-educational professions with proven record of success), and members of the Executive Team.
2. **Board Sub-Committees** – Would support the Board and organisation on specific areas – these might be Membership, Professional Development, Professional Standards and Research, Evidence and Policy. Comprising both Board members and external experts, these four Sub-Committees would make recommendations to the Board and advise the College internally. Non-board members of the Sub-Committees would be non-partisan experts selected for their knowledge and contacts in their field.
3. **Executive Director & Executive Team** – Would execute the day-to-day running of the College, in particular, proposing strategy for approval by the Board, and taking responsibility for operational decisions. The Executive Director would be a leader with an outstanding career in education, appointed by the Board. The Executive team would be appointed by the Executive Director.
4. **Partnership forum** – Would provide the interface between the College and external stakeholders, enabling the College to consult and external bodies to make representations in return. The Partnership forum would comprise 20 -30 representatives from stakeholders organisations, including inter alia teaching unions, further and higher education bodies, government, subject associations, awarding bodies, school governors and local authorities.
5. **Trustees** – Would exist to safeguard the mission of the College, through appointing and overseeing the Board. It would review Board performance and membership, with responsibility to dismiss under-performing Board members. Elected by the College members, it would comprise well-established individuals from other fields, with no conflict of interest or vested interest in education.

**Q10 Do you agree with the proposed organisational and governance structure? Would you recommend any improvements?**

## 5. What would be required of teachers and schools, who should pay, and how much?

### Membership fees

In order to ensure independence through political cycles, it is essential that the organisation should be financially self-supporting. We recommend that revenue should be generated by charging an annual membership subscription fee that members would be expected to pay themselves. This would ensure the College remains independent and responsible to its members for providing value, as well as remaining consistent with the ethos of teachers taking responsibility for their profession. The level of this fee will vary depending on membership tier.

Assuming that all certification, CPD courses, conferences and other additional activities are charged at cost, and that the College has 80,000 members, membership fees would need to be in the following region in order for the College to breakeven:

- ▶ **Associate: £75 - 100 per annum**
- ▶ **Member: £125 - 140 per annum**
- ▶ **Fellow: £175 - 250 per annum**

It is probable that these fees would be tax-deductible.

In order to keep these fees to a minimum, it is assumed that the mentoring will be conducted at no cost to the College, other than provision of the guidance and supporting online systems. This would require members of the College to be willing to undertake mentoring for free and schools not to seek cover costs.

These rates are comparable to or lower than many other professional bodies. For example, the Chartered Institute of Personnel and Development charges ~£130 per annum, the Institute of Engineering and Technology £133-186 per annum, the Royal College of Radiologists £146-448 per annum, and the Royal College of Surgeons charges £300-£470 per annum.

### Certification: fees and release from school

Certification fees for accreditation as Member or Fellow will be in the region of **£250-500**, depending on the tier to be assessed, and the intensity of assessment model chosen.

Assessment for the purposes of voluntary certification is assumed to require a visit of 1-2 days' duration by an assessor, who will be a College Member or Fellow who has undergone training. As a result, schools would need to release those Fellows and Members trained to conduct certification assessment for **2-5 days per annum**. In order to keep costs to a minimum, we have assumed that teachers will not be paid by the College for this assessment work, which would be carried out in school time, although schools would be reimbursed cover costs.

*“In order to ensure independence through political cycles, it is essential that the organisation should be financially self-supporting”*

### **Fees for CPD courses and conferences**

Additional activities, such as College CPD courses and conferences would be charged separately at cost – costs that might be met in full or in part by schools or other third parties.

### **Overview of costs**

Assuming a membership of 80,000 teachers, we estimate the annual running costs of the College to be in the region of **£8.5-12.5m**, depending on the level of intensity of mentoring and activities.

Assuming that it may take the body 10 years to reach break-even at membership of 80,000, significant funding would be required. Initial business planning suggests that this would be in the region of **£20-30m**. These costs would reduce if membership take-up were higher than the 80,000 in the first 10 years of the organisation's life.

**Q11** Given the proposed benefits and aims of the College, would teachers be willing to pay subscription rates of:

- a) Associate £70-85, Member £125-135, Fellow £175-200
- b) Associate £85-100, Member £135-140, Fellow £200-250

*Please explain your answer*

**Q12** Do you think costs of £250 - 500 for certification are reasonable?  
Who would pay them?

**Q13** Do you think that College Members and Fellows would be willing to mentor and certify other teachers without financial compensation?

**Q14** Do you think schools will release College Members and Fellows 2-5 days per annum on average to certify other teachers?

## Appendix - List of Teacher Committee and Commission members

### Teacher Committee

- Gareth Davies (Chair)** Sawtry Community College, Cambs
- Liz Bell** The Wycombe Grange PRU, Bucks
- Mariam Hanson** St Angela's Ursuline School, Newham, London
- Karen James** Ludwick Nursery School, Welwyn Garden City
- Nurjan Komur** St Paul's with St Michael's C of E Primary, Hackney, London
- Mia Lloyd** Mulberry School for Girls, Tower Hamlets, London
- Dominic Miller** Engayne Primary School, Essex
- Leigh Pignatelli** Copthall School, Mill Hill, London
- Chris Tully** David Young Community Academy, Leeds
- Lucy Yardley** Forest School, Epping Forest, London

### Commission

- Christopher Pope (Chair)** Co-Director, The Prince's Teaching Institute
- Professor Derek Bell** Professor of Education, College of Teachers
- Mary Bousted** General Secretary, Association of Teachers and Lecturers
- Jon Coles** Chief Executive, United Learning
- Gareth Davies** Lead Teacher for Gifted & Talented Students & Teacher of English, Sawtry Community College
- Professor Peter Gronn** Professor of Education, University of Cambridge
- Professor Chris Husbands** Director & Professor of Education, Institute of Education
- Bernice McCabe** Headmistress, North London Collegiate School & Co-Director, The Prince's Teaching Institute
- Alison Peacock** Headteacher, The Wroxham School
- Professor Jonathan Shepherd CBE** Fellow, Royal College of Surgeons
- Delia Smith OBE** Principal, ARK Academy
- Dr John Steers** Chair, Council for Subject Associations
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10  THE PRINCE'S  
TEACHING  
INSTITUTE  
*years*

