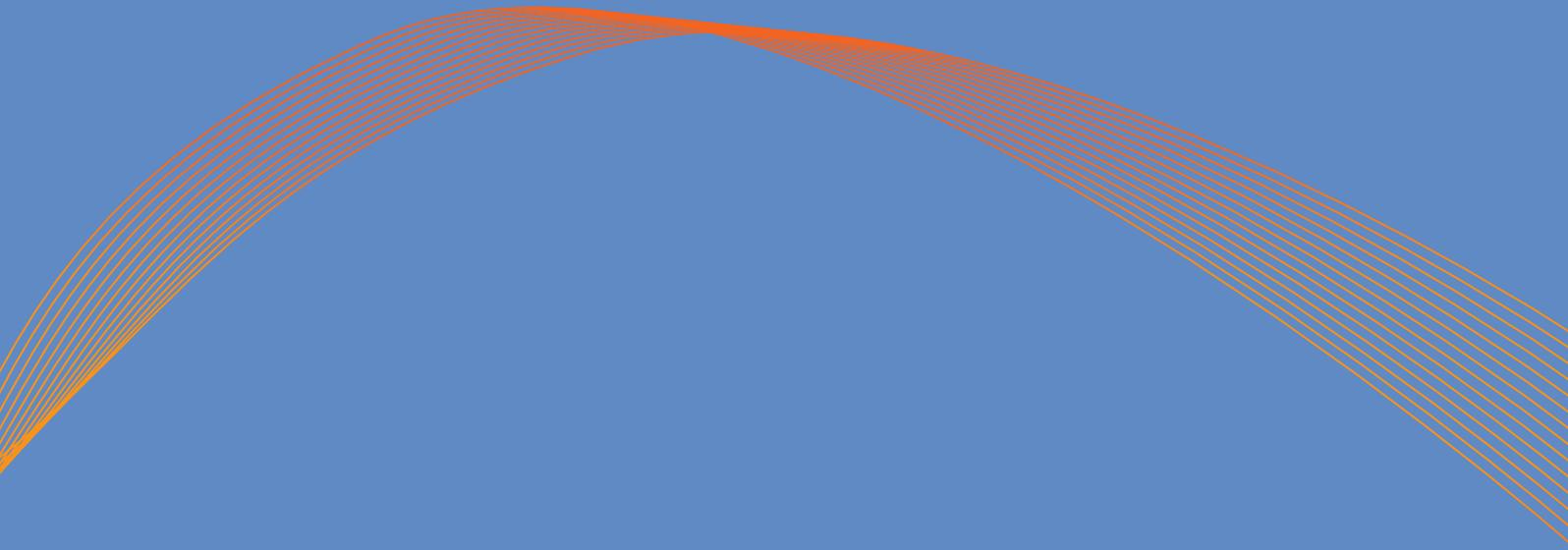




**A new member-driven
College of Teaching**
A Blueprint

February 2014



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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 report¹ from the cross-party House of Commons 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 2012², there have been a number of publications and articles supporting the idea, including the Spring 2013 edition of the College of Teachers’ journal *Education Today*³ and in a booklet of essays from a wide cross-section of education stakeholders called *Towards a Royal College of Teaching*⁴.

This Blueprint has been 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. It was set up following a unanimous request at the September 2012 workshop that the Prince’s Teaching Institute act as “honest broker” in exploring the idea further.

The Blueprint is the result of extensive consultation which has taken place with the education community since September 2012. In June 2013, a Discussion Document and associated online surveys for teachers and headteachers were published, and the written responses to that Discussion Document⁵, as well as the results of the surveys are detailed in the appendices. In addition to taking the survey results and written submissions into account, members of the Commission gathered additional oral evidence from over 40 people, and this evidence has been taken into account in this Blueprint.

We acknowledge that there are many more issues that this Blueprint does not 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?

These are the steps that now need to be addressed.

“The Blueprint is the result of extensive consultation which has taken place with the education community since September 2012”

¹*Great Teachers: attracting, training and retaining the best*

²*Investigating the appetite for and remit of a new member-driven College of Teaching* (www.princes-ti.org/CollegeofTeaching)

³*Education Today*, Vol. 63, No.1

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

⁵*A new member-driven College of Teaching: A blueprint for discussion* (<http://www.princes-ti.org.uk/CollegeofTeaching/Context/>)

Why have a professional body for teachers?

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

Nobody forgets a good teacher. For each of us, the teachers who inspired us and awakened our enthusiasm, gave us opportunities to express ourselves, allowed us to find unsuspected talents, teachers who cared about us and about the people we might become – these 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 that underpins inspiring teaching. Teachers must have a depth of understanding of their subject or the subjects they teach; they must be able to present and share that knowledge in ways which capture the imagination and generate deep thought; they must be skilled in assessing work in ways which allow young people to develop; and they 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 a major profession with no independent body to set standards for the profession.

We think that this lack of an independent body is crucial, because its absence has resulted in governments stepping into the vacuum to define professional practice. This has in turn led to the progressive disempowerment 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 the teaching profession.

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 Vision

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 policymakers, 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 provide the key to finding the answers to many of the educational problems and challenges this country faces.

“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”

The 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 collaborative professional support. This Blueprint outlines what functions it should perform, how it should be governed and what approximate costs might be.

To be consistent with The Vision, we propose an independent organisation where:

- Membership is voluntary
- 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. It would, however, retain the right to expel members if their conduct were seriously injurious to the reputation or interests of the College.

Its 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?

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. 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 regularly⁶. 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 should 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 my classroom, across my subject area, my school and beyond, I am able to foster and manage an environment that makes teachers more effective and improves pupil learning."*

"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"

⁶It is assumed that in establishing the standards, reference will be made to existing schemes that assess professional practice, such as Chartered Teacher, and Qualified Teacher Status.

2. Enhancing professionals' development

Peer advice and mentoring

A core principle of College membership will be participation in providing advice to other College members and, where appropriate, full mentoring. These relationships would be shaped to benefit the recipient and they would be informed by the professional standards agreed to by the College. In principle, advisors would be College Members and Fellows from another school; they may change over time, as a teacher's needs change through their career.

We envisage that at any one time, full mentoring will only be necessary for a minority of members, for example Associates seeking certification as Members or Members seeking Fellowship certification for the first time. At other times, advisors would remain available to all members on an as-needed ad-hoc basis. The College would provide training for advice and 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

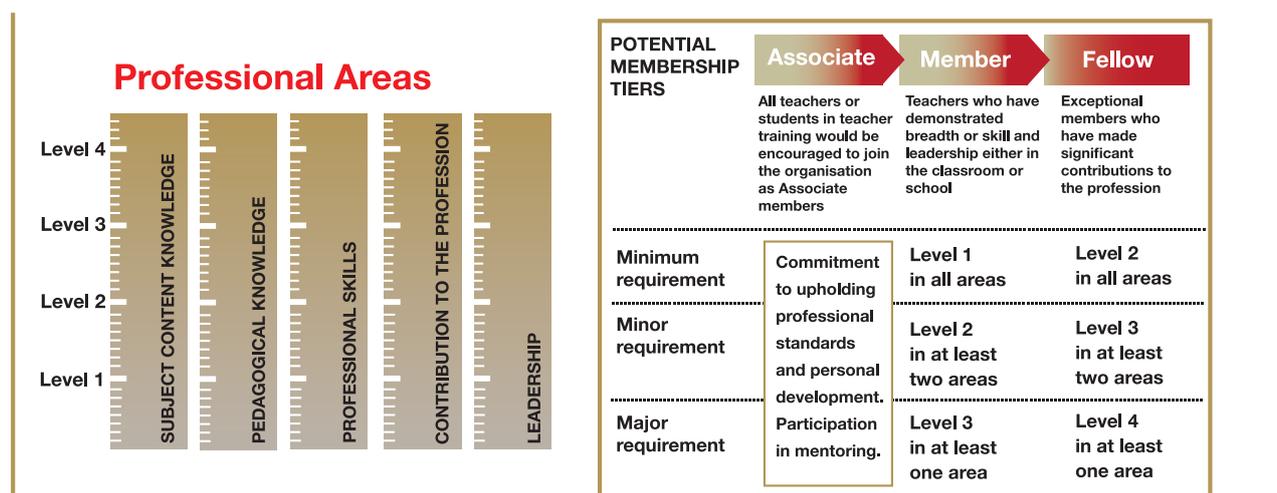
A tiered membership structure of Associate, Member and Fellow would encourage, recognise and celebrate the development of a teacher as a professional. The tiers would be constructed to allow all teachers to aspire to the highest level, but only the most exceptional and widely professional would achieve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

The College's purpose is to encourage all teachers to embark on a journey of development as professionals, and therefore Associate membership should be open to all teachers. However, it is intended to be a stepping stone to full membership, not a surrogate, and so we recommend that no-one should be allowed to retain Associate status for a period longer than three years.

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 in which to develop (see Figure 1).

As an individual develops expertise in the five Professional Areas outlined below, this would be recognised by the College 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, that confirms progression to the next tier. The standards and portfolio of evidence required for Membership will require at least two years' teaching experience and will therefore be of a higher standard than those currently required for Qualified Teacher Status.

Figure 1: The Professional Areas and illustrative membership tiers' requirements



We recognise that there are many important stakeholders involved in education who would like to participate in the activities of the College of Teaching and receive its research digests, but whose roles are likely to preclude them from being able to compile portfolios with appropriate evidence for certification as Member or Fellow. These would include, for example, classroom assistants, technicians and private tutors. We propose that they become Supporters, which would give them access to the research digests and other activities of the College. We envisage that the College would also wish to appoint a limited number of Honorary Members and Fellows.

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.

Teachers wishing to apply for membership at the next tier would compile a portfolio of evidence, with the assistance of their advisor. This would include video evidence of their teaching practice and might also include lesson plan portfolios, references from colleagues and pupil perspectives. They would then undergo a certification process, whereby other members would review the portfolio submitted to the College.

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 criteria that derive from the standards agreed to by the College. We anticipate that portfolios would typically be reviewed by two assessors independently in order to ensure consistency of standards. In addition, we recommend that about one in ten certifications would consist of a visit by a College assessor to the candidate's school and be accompanied by interviews with colleagues and students.

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 seven to ten 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 would 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 the subject associations and The Prince's Teaching Institute. These might be aimed at supporting teachers at pivotal 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 roles, support for changing schools or sectors, or targeted support for teachers who teach around Key Stage transitions.

3. Informing professional practice, standards and policy with 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”

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. Policymakers, too, face a fragmented landscape of organisations to which they can turn for independent advice on policy areas such as curriculum, assessment and school inspections.

In a similar fashion to the medical Royal Colleges, a new College of Teaching should promote and work for the generation of useful evidence and disseminate between practitioners evidence of practice that enhances students' learning. It should also provide advice to teachers, school leaders and policymakers based 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 this Blueprint, the College has a function 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 policymakers 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 the 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.

4. Ensuring rigorous governance

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 College be established with a primary mission to improve the education of children and young people
- 2) A set of Trustees and a Board of management 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.

"a primary mission to improve the education of children and young people"

We propose the following outline organisation:

- 1 **Board** which 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 College members elected by the Sub-Committees, 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** which would support the Board and organisation on specific areas - these might be Membership, Professional Development, Professional Standards and Research, Evidence and Policy. College Members and Fellows would elect members to these Sub-Committees, who would make recommendations to the Board and advise the College internally. The Sub-Committees could also include non-members, chosen for being non-partisan experts selected for their knowledge and contacts in their field.
- 3 **Executive Director & Executive Team** who 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 **Trustees** who would exist to safeguard the mission of the College, through appointing and overseeing the Board. They would review Board performance and membership, with responsibility to dismiss under-performing Board members. Elected by College Members and Fellows, they would comprise well-established individuals from other fields, with no conflict of interest or vested interest in education.

Only College Members and Fellows would have voting rights, and they would vote for Trustees and those members filling posts on the Sub-Committees.

In order to fulfil its function satisfactorily, the College will need to be in constant dialogue with all key education stakeholders. However, rather than set up a standing Partnership Forum, we recommend that the College establish collaborative task-forces to deal with specific projects and issues as and when they arise.

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

Membership fees

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

In order to ensure independence through successive 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 normally 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 range in order for the College to break even:

Associate: £70-90 per annum

Member: £90-110 per annum

Fellow: £110-130 per annum

Given that the College would seek charitable status, it is probable that these fees would be tax-deductible.

Supporters would pay an annual subscription of **£30-40 per annum** and would receive the regular communications including online research digests but no mentoring support.

These rates are lower than many other professional bodies. For example, the Chartered Institute of Personnel and Development charges in the region of £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. Our teacher and headteacher surveys suggest that over 75% of teachers and headteachers would be prepared to pay membership fees at these levels.

Certification: fees and release from school

Member or Fellow certification fees would be in the region of **£170-190**. Our teacher and headteacher surveys suggest that these would be paid for by schools in over a third of cases.

We have assumed that assessors are College Members or Fellows who wish to devote ten working days in a year to assessment. 7-8 of these working days could be at weekends or during the holidays and the remaining 2-3 days would require release from school in order to visit candidates in their schools during term time.

Our modelling assumes that they would be paid for work outside normal working hours, or schools would be paid cover costs for the days requiring release from school. As only 5-10% of Members and Fellows are likely to be involved in any one year, it is likely that the College would not use the same people as assessors every year.

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, paid certification, and the College running CPD courses and conferences, we estimate the total annual turnover and costs of the College to be in the region of **£11-14 million**.

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

Appendix A: 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, Herts

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, The College of Teachers

Dr 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, University of London

Bernice McCabe Headmistress, North London Collegiate School & Co-Director,
The Prince's Teaching Institute

Dame Alison Peacock DBE Headteacher, The Wroxham School

Professor Jonathan Shepherd CBE Fellow, Royal College of Surgeons and Professor of Oral and Maxillofacial
Surgery, Cardiff University

Delia Smith OBE Principal, ARK Academy

Dr John Steers Chair, Council for Subject Associations

Appendix B: Consultation responses: Written submissions

(see separate document, available at www.princes-ti.org.uk)

Appendix C: Results of the Teacher and Headteacher Survey

(see separate document, available at www.princes-ti.org.uk)

Appendix D: Acknowledgements

The Teacher Committee and Commission would like to thank all those who have given their time and advice in the preparation of this Blueprint.

In particular, we would like to thank the 30 individuals and organisations who provided written responses to the Discussion Document, the 1,200 teachers and headteachers who responded to the online surveys, and all those who gave additional advice including:

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Steve Brace (Royal Geographical Society)
Amanda Brown (NUT)
Gill Clipson (Association of Colleges)
Ian Craig (The College of Teachers)
Rebecca Curtis (ARK Schools)
Professor Michael Day (University of Roehampton, School of Education)
Toni Fazaeli (Institute for Learning)
Lesley Gannon (NAHT)
Dr Rita Gardner (Royal Geographical Society)
Russell Hobby (NAHT)
Nick Johnson (British Educational Research Association)
Chris Keates (NASUWT)
Peter Kent (ASCL)
Alan Kinder (Geographical Association)
Deborah Lawson (Voice)
Brian Lightman (ASCL)
Professor Peter Main (Institute of Physics)
Philip Marples (National Association for Primary Education)
Ian Menter (British Educational Research Association)
Ken Muir (General Teaching Council Scotland)
Valentine Mulholland (NAHT)
Steve Munby CBE (CfBT)
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Darren Northcott (NASUWT)
Tim Oates (Cambridge Assessment)
Sinead O'Sullivan (National College for Teaching and Leadership)
Cathie Paine (Reach 2)
Adrian Percival (Haberdashers' Aske's Federation)
Jan Rigby (David Ross Foundation)
Dr Patrick Roach (NASUWT)
Emma Robinson (University of Roehampton, School of Education)
Alison Ryan (ATL)
Professor Toby Salt (Ormiston Academies Trust)
Jonathan Sharples (Education Endowment Foundation & York Institute for Effective Education)
Annette Smith (Association for Science Education)
John Stephens (National College for Teaching and Leadership)
Rebecca Sullivan (Historical Association)
Ronald Thorpe (National Board for Professional Teaching Standards, U.S.)
Ian Toone (Voice)
Charles Tracy (Institute of Physics)
George Varnava (National Association for Primary Education)
David Weston (Teacher Development Trust)
Dr Raphael Williams (The College of Teachers)

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