

**All Party Parliamentary Group for the Teaching Profession  
Inaugural Meeting**

**7 DECEMBER 2015**

1.	<p><b>Introductions and apologies</b></p> <p>Chris Waterman introduced the panel; Chair - Ian Mearns (MP), Flick Drummond (MP), Sir Andrew Carter, Prof Angela McFarlane. Apologies received from Nicky Morgan who had expressed her support for the group and intention to attend the next meeting.</p>
2.	<p><b>Welcome from Ian Mearns MP</b></p> <p>IM informed the group that the key reason for establishing this APPG with the support from across both Houses of Parliament and from across the political spectrum, is to promote discussion and debate about how to deliver an adequate supply of trained teachers for every school in England. Furthermore, he added that while the diversity of routes into teaching should be welcomed the lack of a national strategy had led to unintended and unwelcome consequences, such as:</p> <ul style="list-style-type: none"> <li>• A lack of clarity around route options for graduates considering teaching</li> <li>• 'Cold spots' across the country where recruiting teachers is proving difficult</li> <li>• In key subjects (maths, physics and English) children and young people are taught by staff without appropriate qualifications in that subject</li> <li>• No agreed vision for the future of the profession.</li> </ul>
3.	<p><b>Election of Officers</b></p> <p>Flick Drummond MP nominated and the group approved the following members to serve as officers:</p> <ul style="list-style-type: none"> <li>• President - Baroness Morris of Yardley</li> <li>• Vice President - Lord (Francis) Listowel</li> <li>• Chair - Ian Mearns MP</li> <li>• Treasurer – Flick Drummond MP</li> <li>• Member - Caroline Nokes MP</li> <li>• Member - Bill Esterson MP</li> <li>• Secretary – Chris Waterman</li> </ul>
4.	<p><b>The Role of the APPG (Ian Mearns MP)</b></p> <p>The initial work of this APPG would focus on:</p> <ul style="list-style-type: none"> <li>• The recruitment and retention of high quality teachers for every school and college</li> <li>• The impact of the differing routes into teaching</li> <li>• The nature of the training and preparation provided for graduates</li> <li>• The provision of continuing professional development of teachers.</li> </ul> <p>In addition the group would look at the impact of education reforms on the teaching profession and commission papers on specific aspects of policy.</p>
5.	<p><b>The future of teacher training (Sir Andrew Carter)</b></p> <p>Following the work of the Carter Review three major streams will report separately in April 2016 with the proposals from the three groups forming part of a package. The first stream is 'The Framework Group' led by Stephen Munday which addresses the</p>

	<p>recommendation of adding content in training programmes to ensure there is commonality across the reported 23 training routes.</p> <p>The second stream is the 'Behaviour Group' led by Tom Bennett. This group is addressing the issues raised as to why teachers leave the profession due to behavioural issues. This group asks the questions about what strategies are in place to help children in the classroom, how to work with groups of children and how to discipline, and the third stream is a 'Mentor Group' led by Gary Holden of the Teachers' School Council.</p> <p>AC commented although the 23 routes into teaching allow people to get into the profession from very diverse backgrounds, work still needs to be carried out to make it easier for potential trainees to understand the different routes available. In addition, he tasked this group when visiting schools to take note of any marketing materials inviting you to become a teacher. He concluded by saying "for a true school led system the schools have to be at the heart working in partnership with HEIs. You can be an outstanding school alone but you cannot be a great school unless you're working in partnership with others"</p>
6	<p><b>The college of Teaching: Professor Angela McFarlane</b></p> <p>There is a promise of government support in founding a College of Teaching which would create a body within which teachers come together to debate, discuss, analyse and look at the implications of an evidence base for their own practice. In addition it would create a scholarly approach to the design of teaching and ensure an evidence informed approach to the design of teaching making it as effective as possible.</p> <p>AM described how the Education Select committee in 2012 examined why teaching did not have an equivalent professional body to the Royal College of Medicine, and concluded despite the fact that the Royal College of Teachers has been in existence since 1840s it does not have the power to hold the register of qualified practitioners unlike the Royal College of Medicine.</p> <p>AM illustrated how formative assessment and the use of effective timely feedback in supporting learning can be extremely effectively. However, she cautioned against those schools that become obsessive because they think it is what Ofsted are looking for. She claimed that evidence is not used thoughtfully and the profession needs something that will help it to move forward and begin to instil a culture of rational evidence-informed practice.</p> <p>In conclusion AM indicated if a College of Teaching is established and there is a growing number of teachers who are interested and want to commit to such a body, then there is an opportunity to grow a very different approach to the development of teachers leading to possible retention.</p>
7.	<p><b>Panel discussion: priorities for the APPG</b></p> <ul style="list-style-type: none"> <li>• To examine and make recommendations to ensure there is national planning of initial teacher training which is regional. To understand where there are subject shortages.</li> <li>• Gathering data from each sector - early years, primary, secondary and special to strategically plan.</li> <li>• Teacher recruitment: evaluation of current recruitment controls and admission processes.</li> <li>• To review the changes that have taken place over the past 10-12 years such as, increase in fees, salaries remaining static and skills test, to understand how they might have impacted upon one another.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Professional development of Teachers – What happened to the Masters level profession? How can schools be supported to offer professional development for teachers and how can they share experience and knowledge.</li><li>• Review of the impact of bursary incentives and disincentives, as they don't appear to be making a significant difference to recruitment across subjects and phases.</li><li>• Look at evidence to inform policy eg. Mutton, Oxford, what makes a good teacher?</li></ul> |
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