

All Party Parliamentary Group for the Teaching Profession



4.00 pm to 5.45 pm, Monday 22nd October 2018

Boothroyd Room, Portcullis House

Minutes

1. Welcome

RECEIVED:

An oral report by the Chair, Ian Mearns MP, providing an explanation of the working of this APPG.

2. Apologies

REPORTED (by the Chair):

That John Howson had sent his apologies.

3. Introductions

4. Teacher recruitment and retention

REPORTED (by the Chair):

That a written report would be provided from Mr J Howson following the meeting.

a. Update (oral report)

b. Cost of Recruitment (paper by Chris Waterman)

RECEIVED

- An oral report was provided by Mr C. Waterman regarding the introduction of the jobs portal developed by the Department for Education (DfE).

REPORTED (by C. Waterman)

- That the portal had been rolled out from the North East to other parts of the country
- That there were no figures for how many jobs had been filled through this portal

- That there needed to be an evidence base of the costs of recruitment to schools and effectiveness of marketing strategy (esp in North East)

RESOLVED:

- That participants be invited to submit evidence of costs of recruitment

5. Foundations for the new professional body for teaching: Chartered College of Teachers (paper attached)

RECEIVED:

- An oral report from Dame Alison Peacock (Chartered College of Teaching) providing a rationale for Chartered College of Teaching [see paper for details].

REPORTED:

- That the paper highlighted the importance of respect for plurality of views about education to build sense of mutual respect for teaching.
- That becoming a Chartered Professional ensured accountability amongst the profession, with a move away from fear to a teacher-led, profession-led approach.
- That through building confidence in the profession to do fewer things the Chartered College of Teaching could ask teachers to contribute to the profession.
- That providing a cost-effective, grass-roots opportunity which is meaningful to participants would ensure that those teachers who need support most can access the Chartered College of Teaching.
- That the ambitions of the Chartered College of Teaching was to celebrate the profession, and turn ethos (e.g. new OFSTED framework) around to be more positive.
- That there was a need for depth and breadth of research evidence to justify positions.
- That there was a need for the Chartered College of Teaching to be independent from government with independent funding, and that the DfE had been very 'hands off'.
- That the 26,000 membership for the Chartered College of Teaching had been very positive for profession.
- That the Chartered College of Teaching would drive a teaching and learning culture through the commitment to help the teaching profession develop for the right reasons.

**6. Health Survey results - analysis of the health and wellbeing of teachers and education professionals
(Julian Stanley, Richard Faulkner, Education Support Partnership) (paper attached)**

RECEIVED:

- An oral report from Richard Faulkner who explained the details of the report

REPORTED:

(by Julian Stanley):

- That there was a need to focus on the positive as well as to learn from research into teacher-well-being.
- That workload was seen as being important, but this was mainly around the type of tasks required by managers.
- That leaders and NQTs had experienced significant stresses.
- That there was a need for all schools to survey their staff for well-being

(by Annette Farrell)

- That it was important to understand if there were any differences in subject specialisms.

(by Jean-Louis Dutaut):

- That the quality of workload was important and therefore it was important to cut the right things as oppose to the wrong things.

(by Max Fishell):

- That a different culture was evident in SEN schools with a greater focus on a personalized approach to learning.

(by Steven Pincher):

- That there was no strong evidence of teachers leaving schools and moving to others for a better experience.

(by Sue Jackson):

- That there were significant pressures on Teaching Assistants.
- That a report was due to be released looking at whether student mental health mirrors teacher mental health.

(by Prof Des Hewitt):

That ITE courses were now embedding the NHS 5 a day principles in ITT.

(by Sue Jackson):

- That cutting the workforce and funding had resulted in greater pressures on those remaining in the profession

(by representative for NAHT):

- That there was a view that this is a widespread situation due to accountability framework and cut in funding

(by Helen Blake)

- That valuing staff was an important aspect of workload – working hard whilst being appreciated

(by Georgina Newton):

- That a study was currently being piloted for an alumni network as e-mentors to support NQTs

(by Deb Outhwaite)

- That there was a need to support NQTs in accessing groups like WomenEd and other Peer-to-peer support (like TeachFirst alumni network)

(by Chris Waterman)

- That the particular management style adopted by some heads could impact on teacher well-being

RESOLVED:

- That a copy of the report be shared with the select committee and the Secretary of State for Education.

**7. “Challenges that educational isolation brings to schools”
(Tanya Ovenden-Hope, Plymouth Marjon University) (paper attached)**

RECEIVED:

An oral report from Tanya Ovenden-Hope who explained the context and concept of educational isolation and how teachers were required to make a difference with limited resources.

REPORTED:

- That pupils required access to high quality teaching, government resources, and access to aspirational networks.
- That it was difficult to attract high quality teachers in these areas.
- That geography and socio-economic deprivation are limiting factors alongside the cultural limitations of the area
- That the isolation in coastal areas was not just about money and resources.
- That there was a desire to look outwardly.
- That the competition sometimes evident between MATs can lead to restriction in desire for research
- That transport is an issue in rural schools with the free transport available in big cities, i.e.; London, was not available for rural schools
- That the biggest challenge was developing inclusive practice with reduced resources

8. AOB

REPORTED (by the Chair):

- That thanks were expressed to all attendees for their participation.

9. Date of next meeting

REPORTED (by the Chair):

That the next meeting of the APPG for the Teaching Profession would take place on:

- Monday 21 January 2019 at 4.00pm, Room – TBC.