

## **All Party Parliamentary Group for the Teaching Profession**

### **Minutes of the meeting held on Monday 23 October 2017 at 4-6pm in Committee Room 10 at the Palace of Westminster**

**Attendees/Apologies:** See sign in list

#### **1. Introductions**

Ian Mearns MP introduced attendees and explained that the APPG for the Teaching Profession had been established because of concerns about the supply and retention of teachers. Ian Mearns MP introduced Professor Dame Alison Peacock from the College of Teachers.

#### **2. Welcome from Ian Mearns MP**

Ian Mearns MP welcomed members to the meeting. Ian advised he had been a member of the APPG for the Teaching Profession since 2010 and advised that the Education Select committee had only met on two occasions to date.

#### **3. Annual General Meeting**

##### **a. Election of Officers**

Ian Mearns MP advised of the formalities which included elections of nominees received for Ian Mearns MP, Bill Esterson, MP ?? MP, Emma Hardy MP, Baroness Estelle Morris, Lord Earl Listowel, Lord Jim Knight

Elections were carried out and the following appointments were made:

Chair - Ian Mearns MP,

Vice Chairs –Bill Esterson MP, ??? MP, Emma Hardy MP

#### **4. The Chartered College of Teachers: Update Professor Dame Alison Peacock**

REPORTED (by Professor Dame Alison Peacock):

That the Chartered College of Teachers opened in January 2017 and membership was on a voluntary basis

That the establishment of the college was aimed at building and disseminating research informed pedagogy and was designed to provide teachers with access to information and to inspire teachers to teach in approaches that meet young children's needs.

That two journals had been introduced titled Evidence Informed Education and Assessment, with contributors expected to include academics and teachers.

That journal articles were designed to be relevant and provide punchy information to make them readily accessible.

That the College had three aims; to connect teachers with each other, to connect teachers with researchers and to provide inspiration for teachers to make the best opportunities available for young people and pupils.

That a pilot had been established for Chartered Teachers Status, with the first accreditations due to take place in July 2019, incorporating an exam teaching and candidates being whilst teaching.

That to date 150 teachers had registered for Chartered Teacher Status with members working within sectors ranging from Early Years through to Further Education.

That initial primary funding of £5 million over 3 years had been provided by the government, which was considered fair funding to enable the creation of an organisation that listens, responds, informs and inspires.

That student teachers could register free of charge, with NQTs being eligible for a 20% discount. It was reported that 61 NQTs had registered with 9,269 members overall currently registered.

(by Georgina Newton)

That opportunities for mentoring and coaching should be considered

(by Professor Dame Alison Peacock)

That members had been asked to advise where they were qualified to coach or mentor and response rates had been very good.

That training would be provided with the college looking to develop the status for those supporting the development of others within the profession.

(By Ms J Goulding - UCL) –

That the development of the Chartered Teacher status developing alongside Subject specific was of significant interests given Subject specific development was a real area of concern.

(by Professor Dame Alison Peacock)

That the college was working alongside associations and wanted to develop and raise members for Subject Specific associations.

That the Charter had been designed to provide evidence of application of subject knowledge and was expected to encourage MA and PhD level study with professionals encouraged to seek, learn and engage.

That the charter looked to support not undermine or impinge on the work being carried out by Subject-Specific associations and it was anticipated there was scope for mutual working with Subject-Specific associations.

(by Lord Jim Knight )

That the college needed to raise awareness of what has been set out and should encourage the development of new products.

(by Professor Dame Alison Peacock)

That the organisation deserves to be around long-term with quality the main focus through the commitment, engagement and growth throughout the profession.

That there was a regional presence vision that could be realised through new or existing networks that should look to align with the Chartered College to promote ideas to share research and provide access to research.

(by Peter Bird - Roehampton Uni)

That there needed to be an adoption curve with Trainee Teachers believing it is the norm to join the Chartered College.

(by Professor Dame Alison Peacock)

That HEIs were asked to advise what student teachers benefit from hearing about as trainee teachers will require a reason relevant for them to join and

That HEIs can help to develop products relevant for Early Career Professionals and that it was important to provide experiences to raise the profile of the profession.

Ms Karen Garrett

That HEIs were expected to encourage all trainees to join Subject Specific associations and encouragement to obtain chartered status may be relevant.

(by Professor Dame Alison Peacock)

That it was expected those seeking chartered status should have taught for at least 3yrs prior.

That the Chartered status was in its pilot stage and that the bar had been set high, therefore suggestions for changes or improvements were welcomed.

That meetings had been held with all unions who had appeared supportive and assured by the cautious approach being taken and that energy was building with associations showing their support.

That the NHT had been very supportive and felt that the plans were moving in the right direction however, myth busting still needed to be carried out to alleviate concerns about the college being a replacement for the GTC.

## **5. Recruitment and Retention of Teachers: Current Position (Professor John Howson)**

REPORTED (by Prof John Howson):

That the paper was divided into three sections and the collecting data had now been taking place for 4years.

That 3000 more vacancies were seen this year against maintain and independent sector, which confirmed anecdotal evidence for non-ebacc subjects. Lot of data about minimum quals being asked for.

That is unclear how many vacancies were due to re-advertisement following non-appointment into vacant positions.

That there were significant concerns regarding the Teacher Supply Model within certain subject areas, specifically those subjects with less time consuming on the timetable.

That 2018 presented more concerns than 2017 for graduate preparation courses, lower numbers of offers being evident including some subjects where there were considerably lower numbers of offers.

That the expected conditional offers converted to placed in ITT by end of September was worryingly 20% lower in some subjects in 2<sup>nd</sup> week of September 2017 than in the previous year and this may be indicative of a number not commencing training.

That the Secondary sector was up from 52% to closer to 64% graduates applying through the UCAS scheme, however, employment based routes did not form part of DfE numbers and was having an impact on Secondary sector which was becoming concern a for the labour market.

That there were some anxieties that the NCTL abandoned the struggle of allocations against quality or locational requirements.

That this placed some of power into hands of the applicant, and was dependent on how providers reacted to the market. i.e.; Unrestricted for History, but not enough jobs to go around.

That concerns had been raised about the money spent to recruit teachers and the government had made suggestions for a full free service portal for vacancies to save money.

That, subject to funding from the DfE, the portal would be tested in the new year, however previous attempts to intervene in labour market have been abandoned and therefore there was no indication how will work.

(By Lord Jim Knight)

That TES were currently working on a white paper to be published shortly which considered the recruitment and retention of teachers to consolidate insights of the data seen.

That the UCAS process and extent of artificial blockage in the system was concerning as this meant that data was not up to date with numbers falling off from initial enquiry to application.

That there was concerned that the issues was not about free advertisement but where candidates looked for vacancies and that the government proposal didn't appear to encourage teachers to look and therefore was chasing the wrong target.

That the cost of recruitment had increased due to recruitment agencies and there were concerns the portal will increase access to recruitment agencies resulting is costs increasing further.

(Prof John Howson)

That it was expected there would be no issue with Primary recruitment as seen last year. That the numbers of School Direct Salaried Secondary positions was 400 down on last year, and was expected to reach 1000 which would impact on the market with increased numbers of NQTs looking for vacancies at the end of their training.

That the oversupply of Canadian teachers had meant the Canadian government had resulted in them cutting training places and there was concern that overseas teachers were allowed easier access to identify vacancies resulting in them returning to the UK.

That there were concerns regarding the recent DfE advertisements which focused on bursaries and failed to take account of those routes that do not attract a bursary as well as to their ability to attract the right people into the profession.

(Ms Jennie Goulding)

That some subjects have hidden vacancies and therefore there were concerns in the level of Subject Knowledge held by teachers in some subject areas.

That there was a need to look at QTS and the lack of undifferentiated across subjects however those beyond post-A Level qualifications had improved from 2015 to 2016, however there was still a need for funding to attract and retain these people within the system.

(By Lord Jim Knight)

That the need to consider flexible working patterns was reinforced by 75% of those leaving the profession citing they would have considered part-time working if this had been option and that there was marked difference in response rates where advertisements stated a willingness to consider part-time hours.

(by Mr Nick Brakewell)

That the decline in School Direct Salaried routes was likely to be due to schools seeing cuts in funding and therefore this route was deemed no longer affordable.

That there was a resource impact with smaller increases in non-EBacc subjects and UTCs being very resource heavy which had not been taken into account in the national funding formula and if this required schools to use reserves they will take out more expensive things ie. Teaching assistants.

(by Mr C. Waterman)

That the reputation of behaviour in UK schools resulted in Canadian teachers not being attracted to positions available.

That UCAS did not appear to understand the differences in applying to ITT and University Undergraduate programmes with applicants becoming frustrated with the system and how to obtain information.

## 6. Key Issues for 2017-2018

REPORTED (by Mr Chris Waterman):

That NFER will release a report on retention on Monday 23 October 2017 titled, Teacher Retention and Turnover which provided yet more evidence of the deepening crisis in teacher supply and argues the need for proper national planning which the market has failed to deliver.

### Apprenticeships for Teachers

That the Apprenticeships for Teachers was yet another thing that does not fit with the current approach or the quality assurance.

(by Mr Nick Brakewell)

That apprenticeships will require more assessments and be longer in length, completed over 4 school terms.

That schools won't be able to reclaim the levy because will need to pay to Universities and therefore there is no money for schools which does not appear to have been recognised.

(by Prof John Howson)

That it is unclear how apprenticeships will work for the undergraduate route and there were concerns for 18 year olds moving to in the front of classroom and being able to fulfil the requirements of a teacher as well as having the knowledge required to deliver teaching.

(by Ms Alison Ryan - ATL)

That the Graduate version appeared to replace School Direct Salaried but over 4 school terms and was unclear what the drivers for its implementation were.

That apprenticeships would require very difficult conversations to be held as the undergraduate route may well be paid under minimum wage.

### Regional variation

That the government has failed to address the high/low vacancies numbers seen in regional areas and requires consideration about how this can be addressed to level out the differences.

### Teaching in FE

That there was a requirement to consider teaching in FE and that this linked to Staffing T Levels.

That there were concerns about T Levels with highly qualified staff within technological subjects required and it being unclear where will find them and that there is an access issue with government stating everyone should have access to all diplomas but was not effective. 2020 (3years time).

## Other items

(by Cecilia Howells)

That the requirement for testing should be discussed, as this was resulting in pupils revising for KS tests and not engaging in meaningful learning, examples include Year 6 Primary students receiving no formal teaching after January to support revising.

That the burden of testing was resulting in high costs of teaching time and was a resource burden, therefore a cost model needed to chart how much teacher time is lost and how much testing costs in terms of time and energy.

(by Mr Alan Parker)

That there was an argument for scrapping GCSEs as the system has changed and moved on so much with all school leavers expected to remain in education or training until the age of 18.

(by Ms Alison Ryan – ATL)

That curriculum and assessment related to the recruitment and retention of teachers as these were some of the things that are driving people out of the classroom and has an impact of assessment on pupils and teachers.

## New Challenges: Mental Health, well-being

(by Georgina Newton)

That a recent conference held at the University of Warwick had seen Mental Health and Wellbeing come out high as a big concern within the teaching profession.

That working conditions and flexibility are key drivers influencing mental health and wellbeing.

That a Happy Teacher working group was being established to look at options for flexible working and how to encourage people to return to the profession, with recommendations to be made available to school leaders

(by Mr Chris Waterman)

That there was a reported 6 year waiting list for CAMS in Wales.

(by Ms Alison Ryan - ATL)

That Now Teach is in its pilot stage with its first cohort of career changers based in a number of London based schools/

That there was a question as to whether there was value in the PGCE and something about profession itself.

## **7. NAO Report: Retaining and developing the teaching workforce**

REPORTED (by Mr Chris Waterman):

That schools appear to use Higher Level Teaching Assistants when they are unable to recruit to vacancies.

That there were real challenges faced in retaining and developing the teaching workforce, with growing numbers and tighter budgets being present.

That the Japanese education system saw pupils having increased but this required classes to be larger in size whereas the UK approach had been to adopt a policy of 30:1 are may now require rethinking.

That the National Audit office are expecting a report to go to the public accounts committee next month for hearing.

That the National Audit office were happy to receive questions regarding the survey released week commencing 16 October 2017 which included more detail and infographics detailing the retention and development of the teaching workforce.

## **8. Future work programme**

REPORTED (by Mr Chris Waterman):

That priorities would be extracted with funding highlighted as a key issue

That the APGG should look to come up with ideas and pieces of work currently taking place or that should be considered to enable these to be promoted and reach the political arena.

That members were encouraged to share work they were carrying out, or that could be done and that case studies were actively encouraged.

## **9. Date of Next Meeting**

REPORTED:

That the next meeting of the APPG for the Teaching Profession was expected to take place in the Spring Term (February 2018) at 4pm on a Monday.