

APPG for the Teaching Profession

Monday 10 June 2019 | Committee Room 10, Palace of Westminster,

Welcome and Introductions

Ian Mearns MP welcomed attendees to the meeting.

Item 1 – Ethical Leadership in Education: Launch (Carolyn Roberts)

Carolyn Roberts provided an overview of the background to the framework and commission.

REPORTED (by Carolyn Roberts):

The purpose of the framework was to address concerns such as confusion and negative press about school leadership.

That there was uncertainty about what schools were for: economic, cultural etc. function, and that there was poorly-thought out justification.

That there was a huge focus on exam results, and, combined with a particular style of leadership, this had led to the profession being badly understood.

That strong school leaders should be diligent public servants and set an example for their pupils.

That the commission had considered what should be the key attributes for school leaders and had used the Nolan principles as a starting point as these were widely known.

That the leadership principles were virtues that leaders should take into account when taking on a leadership role.

That leaders needed to ensure teachers feel well supported, as was one of key reasons for teachers leaving the profession was them feeling unsupported.

That there were three strands to put the words identified into action

1. school leaders (incl. governors and trust boards) were encouraged to use the key words within their policies and goals
2. training and development of the school system had been taken into the work of Chartered College and could then the ethical framework could embed into these areas
3. An Ethics Forum had been established as well as a Pathfinder route for school leaders and governors to meet together to consider the areas arising.

Ian Mearns MP thanked Carolyn Roberts for her presentation and opened the floor for questions. .

Max Fishel remarked that along with the seven principles he would welcome the use of inclusivity, noting that it was important that leaders to model this to their staff and pupils and that this needed to be explicitly highlighted.

Malcolm Peckham remarked that a key ethical leadership area was mutuality of respect however, this did not appear to be within the framework and teaching is all about this. It was reported that it was impossible to fulfil virtues if a leader was not respectful and that the framework should reflect how a leader was on the inside rather than what they externally reflect.

Jean-Lois Dutaut noted that where there were problems in the system there was a tendency to blame leaders and teachers, remarking that there is a need for ethical leadership to be modelled from above.

Carolyn Roberts responded that there were concerns about de-professionalization of the profession, and that society had become more unequal, therefore there was a need for leaders to find strength to work in an ethical way and to always hold themselves to the highest account.

Steve Bushen (FCCT)– welcomed the role virtue and ethics plays within the framework for leadership, this is very powerful for NQTs also and links well to the Teacher Recruitment and Retention strategy.

Robin Bevan remarked that all values were based on individual conduct and the extent to which an individual was able to demonstrate them within a system was also important. Robin noted that leadership within schools was now more solitary and exposed than it had previously been.

Faye Craster (TeachFirst) asked how we can ensure all leaders are using the framework and that they balance with the need to support teachers and pupils.

Carolyn Roberts responded that good teaching cannot be achieved with burnt-out staff, therefore the profession required stability, and treating staff appropriately ensured stability within a school.

Also, that autonomy does not equate to apathy. There are now 25,000 leaders in education making decisions which may previously have been made by local Directors of Education. The current post-modern situation means that many of the old structures have been unpicked, but the challenge is to establish what has replaced these from an ethical point of view.

Ian Mearns MP noted that the profession needs to address the issues that may arise from current leaders. Would these leopards be able to change their spots?

Carolyn Roberts reported that people were keen for change and have a hunger for a new way of looking at their vocation. There was a need to consider teacher training provision as young school leaders may have come through with the wrong understanding of leadership hard-wired into them and therefore, it was important to feed the correct language into NPQs and Teacher standards.

Helen Jones welcomed the document and noted that virtues come into practice when they are embedded in a community, either in school or more broadly. Helen reported that a key virtue, courage, was required to make decisions and that her locality partnership had encouraged leaders to change their competitive approach thus diminishing unsupportive practices “working in partnership for the good of all”.

Chris Waterman remarked that the framework was very good and appeared to take a bottom-up approach. Chris noted that there are many partnerships within Multi-Academy Trusts, but that these might not always be locally-supportive partnerships. Objective morality at school level would be a good starting point. He enquire whether the Government has responded.

Carolyn Roberts reported that Dominic Herrington (Interim National Schools Commissioner) had supported the launch of the ethical framework and that the commission had been invited to contribute to the Headteachers’ standards.

Emma Knight (NGA) reported that there was a need for a mix of small schools and large MATs to become involved as this will be critical to making it work.

Item 2 – Helpline Report 2018/19: Education Support Partnership REPORTED (by Richard Faulkner and Charlotte Osborn-Stevens)

That the Education support partnership was the UK only wellbeing charity for the entire education sector and that findings were being reported for the period covering April 2018-March 2019 which had seen a record number of calls.

That the resilience and mental health of the workforce was of growing concern.

That the findings had demonstrated that the majority of callers had required clinical intervention, either through counselling or other emotional health support.

That the charity had seen a sharp increase over last few years in usage with an increase of 28% since 2016/17.

That November was typically the charity's busiest month but that March 2019 was reported as being the busiest during the last period.

That clinical first call resolution had been the biggest usage by callers and anxiety and panic were reported as being the greatest reasons for calling.

That the Primary sector was identified as having the highest number of callers, followed by those within the Secondary sector and then Early Years sector.

That there had been an increase in numbers presenting as suicide risk which equated 1.5 callers per day.

That the report made a number of recommendations which included:

- People were identified as accessing the service too late, therefore there was a requirement to promote the services for earlier access and that information about services needed to be clearer across the sector.
- 9% teachers, compared to 13% general population, access support. Teachers profile themselves as perfectionists and there is a reluctance to put themselves first. Therefore, there is a need to promote more widely teachers responsibility towards managing their own wellbeing and that this comes from strong ethical leadership.
- That effective leaders should help to promote the message of accessing early support.
- That there was a need for strong leadership in schools which provides regular monitoring of staff wellbeing.
- That at a policy structure level, this should impact on staff wellbeing and seek opportunities to use early career framework i.e.; resilience training, self-efficacy and emotional intelligence development.
- That 57% calls were received from teachers within their first 5 years of teaching and therefore there is a requirement for recognition to support for both professional and personal lives.

Alison Peacock remarked that the findings of the report were really shocking and that the Chartered College would look at opportunities to promote the services to the profession at large. She also thanked the charity for the work they do.

Jean-Lois Dutaut thanked the charity for they work they do and for providing counselling on behalf of teachers that need service.

It was reported that Damian Hinds had made a response to the report and would be setting up a teacher and leader mental health advisory group which would look at wellbeing within the profession.

That the development of wellbeing support required a cross-departmental approach as younger teachers were more likely to have issues in accessing accommodation etc. which could impact on their mental health and wellbeing.

That the charity did provide a grants service, which had seen a record number of applications being received last year and had highlighted an emerging problem of hidden homelessness within the profession. However, the charity was limited in the amount of help they could provide and there needed to be a more preventative approach.

That the charity had strong relationships with teachers' unions to support the work they do.

Sue Park stated that workplace stress appeared to be due to ethical leadership issues and there was a need for a joined up approach.

Sam Twiselton remarked that it was a welcome development that the ESP service was now available to trainee teachers.

Helen Pope asked whether data existed regarding size/type of school causing the most concern.

Richard Faulkner responded that the service is confidential so these data are not available

Charlotte Osborne-Stevens reported that the charity provides an Employer Assistance Programme, which schools can subscribe to, and that currently 60,000 teachers are covered by this programme.

Chris Waterman remarked that trained counsellors used as first responders by the charity inspired confidence and was a unique selling point of the Education Support Partnership.

Ian Mearns thanked the Education Support Partnership for their presentation

Item 3 – Teacher Recruitment and Retention: an update (Professor John Howson)

That apologies had been received from Professor John Howson.

That there was still no national strategic plan for recruiting and retaining teachers and that this resulted in pupils having a slim chance of being taught Mathematics by a Maths graduate if they lived in a coastal towns.

That a proper regional analysis was still required.

Professor Sam Twiselton and Mark Parrett both pointed out that the Department for Education published its [Teacher recruitment and retention strategy](#) in January 2019.

Mark also reminded the group that the Department had published four compendia of data and analysis with respect to teacher supply, including at the sub-national level: [compendium 1](#); [compendium 2](#); [compendium 3](#); and [compendium 4](#)

Helen Pope remarked that the strategy document appeared to include statements of intent with no clear strategy for implementation.

Sam Twiselton offered to ask a speaker to discuss this item with the group at a future meeting.

Item 4 – Timpson Review (a brief note - by Chris Waterman)

Chris Waterman provided an update and reported that the government response to the review had been published simultaneously to the publication of review.

That the review had been heavily influenced by the education select committee report submitted last year.

That the government response had failed to respond to the additional elements highlighted within the Timpson review and was published on the same day as the report itself.

That the areas of off-rolling and exclusions are significant issues within the sector.

Carolyn Roberts remarked that it is difficult to progress as Ofsted still does not have the mechanisms to assess behaviour accurately.

Item 5 – NAO update

Mark Parrett did not have any updates with respect to the National Audit Office work programme auditing the Department for Education.

Mark informed the group that the new Comptroller & Auditor General, Gareth Davies, took up post on 1st June following the end of Sir Amyas Morse's 10 year term. There is more information available [here](#)

Item 6 – Council for Subject Associations: update

That the APPG had been approached by the Council for Subject Associations to work in partnership with them but had declined.

That the APPG were happy to work with organisations in the sector but do not have formal relationships.

That people were encouraged to bring forward themes they wished to be discussed to the next meeting and an annual programme would be formulated.

Item 7 – Trends Shaping Education 2019: APPG response to the OECD Report

RECEIVED: Draft copies of report.

That it was intended the report would be published,

That pre-publication orders were now being taken in advance of the launch due to take place in early Autumn 2019.

That hard copies would be provided to the Select Committee and government.

That the report highlighted themes that warranted further exploration and enabled the APPG to shape policy.

Item 8 – Education business in the Commons and Lords (update from Chris Waterman)

That discussions had focussed on alternative schools and the off-rolling debate.

That there had been a Grand Committee debate in the Lords about MATs and the tension between children services and education.

Lord Listowel reported that there appeared to be one particular approach when MATs were set up that focussed energy and money in setting up the MATs but not within the workforce.

That evidence on Sure Start had recently been received that highlighted the continual changes in direction due to changes in government.

That there was a need to keep the profession attractive to entice new people into the sector, with a focus on recruiting and retaining the very best people.

Ian Mearns MP reported that general debates are being held in Parliament but no legislation or decisions were currently being taken.

That there was still an ongoing review of SEND provision and it was anticipated there would be a publication made in the summer recess.

Lord Listowel reported that teacher workload has been discussed in the Lords and that Lord Agnew has set frameworks in place to make planning easier. Those in schools are invited to report when these arrive and the impact they may have.

Item 9 – Changes in government: implications for education

That the election of a new leader of the Conservative Party would result in a new Cabinet and therefore it was unclear at this stage whether there would be the appointment of a new Secretary of State for Education.

AOB

Next meetings – 9th September and 4th November 4pm.