

All Party Parliamentary Group for the Teaching Profession



Minutes of the meeting held on Monday 21 September 2020, 4.00 pm - 6.00pm. A virtual meeting held via Zoom.

1. Welcome an

Mr Ian Mearns welcomed attendees to the meeting of the All Party Parliamentary Group for the Teaching Profession.

Daisy Cooper
Lord Storey

2. Minutes of The Inaugural Meeting

REPORTED:

That the Inaugural meeting of the APPG for the Teaching Profession had be held on Monday 20 July 2020.

That the meeting had been a formal meeting and was held to ensure that the APPG for the Teaching Profession had sufficient parliamentarians in order to make it legitimate.

That Chris Waterman had invited Daisy Cooper, Liberal Democrat MP, to become an Officer of the APPG. Chris Waterman noted that Daisy had recently taken over from Leyla Moran as Education Spokesperson and was now the current Deputy Leader for the Liberal Democrats.

3. Way Ahead for the APPG: Chris Waterman

REPORTED:

That, due to the growing popularity of the APPG for the Teaching Profession (and the limited time of current meetings - two hours), three specialist interest groups (otherwise known as SIGs) would be trialled to explore the following topics in more detail:-

- Teacher Wellbeing (1st meeting held on Thursday 27 August 2020)
- Special Educational Needs
- Teacher Recruitment and Retention

That the meetings would be informal, single item agendas, one hour self-servicing meetings which would run themselves under the broad umbrella of the APPG, with minutes that would feed into the main APPG meetings.

That the SIGs would conduct useful research that could highlight issues to be raised (through the APPG) in The House of Lords (Baroness Blower, Lord Storey, Francis Lestelle and Lord Knight) and Parliament (Ian Mearns, David Simmonds and Daisy Cooper)

That future topics for the SIGs would be welcomed.

(by Lord Knight)

Are the SIGs within the regulated rules of the APPGs?

(by Chris Waterman)

That permission would be sought in due course.

(by Peter Cansell)

Could 'Assessment' be considered as a future topic for the SIGs?

(by Chris Waterman)

That 'Assessment' would be included as a future topic for the SIGs and that Peter Cansell would submit/present a paper on the topic.

That a 'virtual' half day conference was being considered for the end of term or early in the New Year. It was noted that a small fee may be charged to attend the conference and that all proceeds would go towards the upkeep of the website and ongoing admin costs.

4. Update from the Specialist Interest Group (SIG): Georgina Newton

REPORTED:

That the first SIG meeting on Teacher Wellbeing was held on Monday 24 August 2020, with fifteen people in attendance.

That the Trust Revolution model (paper submitted/presented by Jeanie Davies) had been discussed and paralleled to the DfE's Expert Advisory Group guidance and its 7 recommended points on Teacher Wellbeing.

That the SIG had fed back to the DfE's Expert Advisory Group on their 7 recommended points on Teacher Wellbeing and that the DfE were delighted to hear that the APPG for the Teaching Profession had created a SIG to help drive their work forward.

That the SIG was looking at ways of collaborating with the DfE on their Wellbeing Charter to help find ways of making it workable for schools and the sector. A 'Teams' site had been created so that the SIG could post their feedback, thoughts and knowledge of existing resources, to share with the DfE.

That the SIG were very interested in the DfE's recommendation that teacher wellbeing should be surveyed regularly (by the DfE). The SIG were particularly interested in how the surveys would be conducted and acted upon to ensure continued improvement in teacher wellbeing. Examples of existing surveys were shared across the SIG following the meeting.

That the DfE would be like to be part of the SIG discussion Group (SIG would welcome DfE participation).

That Mental Wellbeing day was on 10 October and would be another opportunity to engage with what DfE are currently working on.

That the SIG would welcome any inclusions that the wider APPG would like to see in the Wellbeing Charter and Wellbeing surveys. Contributions are welcome via email to g.c.newton@warwick.ac.uk.

That the next SIG meeting for Teacher Wellbeing would be held before December (date to be confirmed) and the guest speaker will be Adrian Bethune.

5. Teacher Recruitment and Retention: Professor John Howson

RECEIVED:

Update paper on Teacher Recruitment and Retention

REPORTED:

That vacancy levels since the start of the pandemic had remained subdued for classroom teachers.

That July and August were traditionally quiet months for recruitment.

That in September (up to Friday 18 September) the recorded vacancies were down by 11% on the same period in September 2019, noting that the 11% contained a range of different outcomes with leadership vacancies ahead of the number recorded in September 2019 by 30%. Much of the increase in leadership vacancies was for primary head teacher vacancies, particularly for primary heads of small schools.

That the primary sector as a whole had seen more vacancies (some 20% higher) in September 2020 compared to September 2019. According to the DfE vacancy site, some of the vacancies were as a result of teachers intending to take maternity leave. It was noted that the OECD educational indicators showed that, compared to other countries, the UK had one of the highest percentages of young teachers (under the age of 40) in the primary sector with the majority being female.

That the secondary sector vacancies remained lower than last year for teachers of the core subjects; English (-42%), science (-40%), maths (-39%) and IT (-52%). Postively, teaching vacancies for Religious Education were the same as last September and there was a 100%

increase in demand for teachers of History compared to September 2019. To note, the data represented an actual increase of 18 to 36 vacancies between last year and this year.

That further information on Regional data could be obtained on request from Professor John Howson.

That, as with previous periods of economic uncertainty, it seemed likely that classroom teacher vacancies would be relatively easy to fill for many schools. However, middle and senior leadership vacancies would largely need to be filled from the existing stock of teachers, which may well pose difficulties in some subjects and areas due to the size of the cohorts going forward based on what's happened over the last decade.

That, at present, there had been little obvious effect in terms of teacher recruitment from the private school sector of the market. However, should their pupil numbers come under pressure for any reason the situation might change. Nevertheless, unless there was a further trend towards home schooling, students resident in England would still require educating.

That, generally speaking, past trends showed that teacher retention generally improved during an economic crisis, but it was too early to tell what might happen during the present economic climate.

That the DfE had a project (bids closed today) for a longitudinal study of teachers that would find the evidence to underpin their recruitment and retention strategy. It was hoped that the DfE's recruitment and retention strategy was more successful than the DfE's vacancy site which seemed to carry less than 50% of vacancies, noting that between 10 – 15% of posted vacancies were not for teaching posts.

That data on the 2020 recruitment round into teacher preparation courses would be available shortly, with the ITT census appearing before Christmas. 2020 should be the best year for recruitment onto teacher preparation courses since 2013 (as noted by NFER), however, due to the timing of the pandemic not all subjects would meet their targets for September 2020.

That 2021 may be the first year in almost a decade when all targets for ITT resulting from the DfE's Teacher Supply Model were met. It was quite possible that the record of nearly 70,000 applicants reached during the banking crisis was matched by September 2021.

(by Jim Knight)

That trends showed that whilst in August there were slightly more vacancies than previously (certainly in secondary and in harmony with John Howson's report), vacancies were down in September.

That International school vacancies were down in August but significantly up in September year on year, and it was notable that the numbers of people looking for jobs (via TES.com) were significantly up this year, which could be dangerous in terms of a drain on talent out of the country if those looking for UK jobs found international ones.

That a recent governance survey, conducted by Ofsted and the National Governors Association, revealed that approximately 1/3 of those surveyed found it difficult to recruit senior leaders and that doubled in certain categories.

That a meeting had been requested with the DfE to seek clarification on a recent communication sent to subject knowledge enhancement providers regarding enrolment and funding, in particular as to how it would impact on the quality of provision.

(by Lucy Rycroft-Smith)

That concerns had been (and continued to be) raised by a significant number of parents who wanted to home school their children due to shielding, self-isolation and concerns over the effect of mitigation measures on their children. Parents wanted to work with schools on a flexible and blended approach, however Schools had been inflexible; threatening fines and legal action.

(by Chris Waterman)

That last year 60,000 students did not receive any grades because they weren't on the roll of a school. Differing viewpoints and abilities of home educators created huge issues and made things very difficult to manage.

That significant progress had been made by the current administration who were moving towards home educated children being registered with the local authority.

(by Ian Mearns)

That The Select Committee would be meeting in October to review home schooling in terms of what needed to be done going forward. Hopefully this would improve the current and inconsistent approach across the country by Head teachers.

(by Chris Waterman)

That there were no quality standards applied to SKE, anyone could set-up to do it and as long as there were customers, registration could be made with the DfE.

(by John Howson)

That he was personally very concerned about vulnerable learners in the Special Education Sector where, within the special school sector, 15% of teachers were unqualified. This was much higher than in the primary or secondary sectors.

(by Ian Mearns)

That taking on board the rise in vacancies for Primary Head teachers, and following personal conversations with local Primary Head teachers, the increased pressures of managing covid-19 measures were clear; 9/10ths of their time on covid related issues and very little time on the

advancement/improvement of teaching and learning within the school. There were also significant additional costs for supply teachers, the funds for which many schools did not have.

6. Update from the Education Select Committee: Ian Mearns

REPORTED:

That an Accountability Hearing had recently been held with Ofqual to discuss the summer 2020 examination results crisis. The Hearing had provided some answers but also raised more questions which would need to be returned to.

That following the Accountability Hearing with Ofqual, there had been a subsequent meeting held with The Secretary of State for Education, Gavin Williamson. The clarity of responses from the witnesses had left many questions unanswered. The process had however re-emphasised the number of youngsters who were massively disadvantaged overall by the system, and the need for urgent address.

That during week commencing Monday 21 September an Oral Evidence session would be held on adult skills and lifelong learning with witness from the CBI, TUC, Workers Education Association and The Open University.

That week commencing Monday 28 September there would be an oral evidence session on adult skills and lifelong learning with Gillian Keegan, Parliamentary Undersecretary for Apprenticeship and Skills as the main witness.

That in early October there would be an Accountability Hearing with the Children's Commissioner, Anne Longfield and an Oral Evidence Session on 'Left Behind White People from Disadvantaged Backgrounds' – the start of a new enquiry.

That the Schools' Minister Nick Gibb would make an appearance in mid-October.

That the pandemic had generated a large amount of work for the Education Select Committee and, given the breadth of what had to be covered, the enormity of the brief was probably too much for one Select Committee.

(by Chris Waterman)

That the Select Committee was infinitely better than Education Questions at dealing with the kind of questions posed by the APPG.

(by John Howson)

That Oxford County Council were very concerned that the money collected from maintained primary schools should be used to support apprenticeships, particularly as the 18 – 24 year old age group were likely to be the most affected by the growth in unemployment, rather than being returned to the treasury.

7. Update from the Chartered College of Teaching: Alison Peacock

REPORTED

That the membership of the Chartered College of Teaching (CCT) continued to grow.

That the CCT were providing support for teachers who had had their teacher training curtailed due to the pandemic, this included:-

- hosting an early careers festival week commencing 28 September; a series of seminars in the evening after the school day.
- developing a new early careers hub with lots of examples of resources and videos.

That the CCT had launched a new Chartered Leadership course that would:-

- start in February 2021 (one year course)
- be a challenging course which would include three exams
- focus on the leadership of learning (pedagogy assessment, curriculum and how to work collaboratively) rather than HR and finance
- help colleagues in schools to understand what the blocks to learning might be and how to support their colleagues

That much of the work carried out by the CCT prior to the pandemic had continued.

That there was significant concern regarding teacher morale and exhaustion.

That the CCT had written to the Department of Health and Social Care to highlight the need for schools as a whole to be included in priority Covid testing (along with key workers and care works) and that failure to include schools in priority testing could result in schools closing due to absences.

(by Jeanie Davis)

That a number of Head teachers had contacted Jeanie, as a Coach in Leadership Development, with concerns regarding staff morale and exhaustion.

(by Ian Mearns)

That Matt Hancock had issued a statement that confirmed that the teaching profession were fifth on the list for priority testing. However, given the limitation on testing currently, there was concern that testing may be exhausted before reaching the teaching profession which would mean more teachers having to isolate rather than returning quickly to the classroom following a negative result.

(by Christine Blower)

That one of the issues that was not always well dealt with, in any year - not just during a pandemic, was teacher/parent interaction. Leadership teams would need to provide robust support for newer colleagues as even the most experienced teachers would find interacting with very anxious parents in the current situation very challenging.

(by Chris Waterman)

That there was a scheme called 'Investors in Families' run for schools across Wales that had a library of 400 different activities for building bridges between parents and schools.

That Chris Waterman would check to see if there were any case studies, particularly for new teachers that would be helpful.

(by Rachel Lofthouse)

That it would be impossible to generalise on the impact of Covid for new teachers.

That all new teachers had had a very different experience and, although all new teachers had received enough provision to award them QTS status, what had been provided and how it had been provided would have varied significantly across the country, including individual's personal circumstances during lockdown.

That it would be difficult to capture what was learned by new teachers, but would be really interesting to identify those opportunities they engaged with in that unexpected and unplanned time, which might have had some really significant leverage that we could learn from for the future.

That it was right to be aware of the added anxiety that new teachers were experiencing and, maybe, one of the ways to alleviate some of that anxiety would be to help them generate confidence in what they were achieving, what they had experienced and what they had learnt unexpectedly during the lockdown period.

(by Lucy Rycroft Smith)

That financial support and pay conditions were huge issues for both teachers and parents.

That there had been reports of teachers not being adequately paid for having to self-isolate, and difficult decisions were being made on the basis of whether they should go into school and risk spreading the virus or stay at home and risk financial loss.

That many parents were facing similar issues, with children being forced to go back to school when they really shouldn't be.

That a lot of teachers appeared to be in a situation where they were being asked not to share information with parents, impeding the teacher/parent relationships.

That a blended model would be the most beneficial.

(by Alison Peacock)

That the Covid safety measures had significantly reduced staff interaction within schools which had impacted on the support for new teachers, particularly informal mentoring.

8. Impact of Covid-19 on ITT: Georgina Newton

RECEIVED: ITT Delivery for 2020/21: Provider Approaches and Examples

REPORTED:

That the paper, ITT Delivery for 2020/21: Provider Approaches and Examples, had been crafted from a DfE paper which had been responded to by UCET and sent out to the ITT sector.

That the paper highlighted the observations and impacts of the very different actions that had been taken in response to school placements finishing in early March last year which had resulted in new teachers not receiving the expected minimum number of days' experience in school in 2020.

That the trainee teachers not at a standard to receive QTS status by early March last year (between 5 – 7 %) were not discussed in the paper. These trainee teachers had now re-joined courses and were assigned to new placements for a single term. However, there was concern within the sector that, due to the ongoing interruption/disruption, adequate support would not be provided to ensure the right standards recommended for QTS.

That a large number of trainees from last year had been placed in jobs (as per John Howson's report) but there had been an impact on the support they were receiving due to Covid restrictions/safety measures in schools; mentors availability and the opportunity for interaction.

That a significant number of trainees had been encouraged to take up jobs in the tutoring sector; catch-up tutors enlisted to help those students deemed to have fallen most badly behind.

That a number of trainees who had not secured employment last year were now being recruited by supply agencies and put into schools to help with the acute staffing situation.

That the development/learning of new teachers (2020 cohort) would be severely impacted by Covid restrictions in schools; opportunities for observation across the school curtailed and reduced interactivity amongst staff.

That trainee teachers did not always have access to a school's intranet and were therefore unable to participate in hybrid teaching/learning.

(by Ian Mearns)

How would the trainees qualify and how legitimate would the qualification be given the limited experience they would have due to the current circumstances – did the current circumstance delegitimise that potential qualification?

(by Georgina Newton)

That the provision, from the start, was always going to be different; a hybrid model.

That the provision would need to be good to ensure retention of the large cohort (who were already demonstrating their passion for teaching) and for the students they would be teaching.

(by Pat Black)

That, focussing on the positive, trainee teachers were gaining a set of new skills; they were being taught how to teach online and how to sequence learning online.

(by Judith Green)

That as far as teaching on-line was concerned, the new trainee teachers would probably find it easier than some of the more experienced teachers, and they may even be able to provide reverse mentoring.

(by Pat Black)

That during the autumn peer placement there would be a focus on getting trainees to support each other.

That there was little support from the government and it was therefore essential that the profession worked together and supported each other.

(by Chris Waterman)

Regarding support for trainee teachers, were there any online guides/resources for delivering online teaching that were quality controlled?

(by Pat Black)

That quality controlled online resources for online teaching were available.

(by Chris Waterman)

Would it be possible to have a curated list of the resources that worked?

(by Pat Black)

Yes.

(by Bethan Marshall)

That a positive attitude needed to be taken to teaching online, whilst not ideal it could be done.

That the sharing of on-line teaching experiences (good and bad) and ideas would be really helpful.

(by Steven James)

That during the summer a community interest company, Invicta Academy, was established as a catch-up for interactive live teaching.

That there was no substitute for a qualified teacher, teaching well in front of children; teaching/learning was more effective with well established relationships between teacher/child.

That there was fear amongst the profession re live on-line teaching. For the best interests of the children, the profession needed to move beyond this fear.

(by Tanya Ovenden-Hope)

That there had been lots of discussion about the value that the accountability framework/Ofsted would bring; placing additional pressure on schools/IT providers when capacity issues for teachers were currently exponential in the current Covid climate.

That in the provision of MA Postgraduate CPD alone there had been a lot of teachers deferring as a consequence of going back to work and realising they were unable to take on something additional to what they already were doing in the classroom.

That the APPG community power should be used as leverage; to question the sense of maintaining an accountability framework during a time when teachers needed to be in the classroom and teaching at their best, rather than worrying about anything else.

(by Georgina Newton)

How would we go about doing that?

(by Chris Waterman)

- Send a simple questionnaire to all the respondents of APPG group.
- Formally invite Ofsted to attend the APPG in November 2020. This would
 - a) give Ofsted the opportunity to clarify its mind in terms of making a presentation to us and,
 - b) whilst Ofsted were having to think about the presentation, it might also refine what they intend to do when their inspectors 'hit the road' in January 2021

(by Ian Mearns)

That it was agreed that Ofsted should be invited to speak at the next APPG and that Chris Waterman and Georgina Newton would organise.

9. NFER Report – Jack Worth

RECEIVED: The Impact of Covid-19 on Initial Teacher Training

REPORTED:

That it was a very important time to be discussing teacher recruitment and retention given the significant changes over the past 6 months.

That, had the discussion taken place 6 months ago the focus would have been on the extreme challenges of not recruiting enough people into teaching in order to meet the growing needs, due to rising pupil number in secondary schools and to replace teachers leaving the profession year on year.

That Covid-19 had had a huge impact on the education labour market and had brought both opportunities and challenges for teacher supply.

That applications for teacher training had increased substantially, approximately 14% for primary schools and 20% for secondary schools.

That the teacher trainers had been able to accommodate the increase in applications and there would be more trainees in the system next year, which in the long term was what the system needed.

That there had been a healthy increase in shortage subject applications; maths, chemistry and modern foreign languages. It had previously been very difficult to meet the system's target.

That given the increase in the retention of teachers, the gaps across most subjects were likely to close, except in physics and design and technology which had separate longer running issues.

That overall, the picture was positive for meeting teacher need in the short term.

That more trainees meant more training placements were needed. NFER had conducted a survey of senior leaders in July 2020 asking head teachers how Covid-19 had impacted on their plans for offering school based training placements. The data had implied that overall placement capacity was 20% lower in primary schools and 7% lower in secondary schools as a result of Covid-19.

That the reduced placement capacity was unlikely to have an immediate impact on teacher training and there was optimism that the increased number of trainees were likely to be well served for two reasons:-

- 1) ITT providers were not over extending themselves on the number of placements
- 2) The flexibilities that had been given to the ITT requirements by DfE; no longer required to have two school placements, which made movement between schools and trainees a lot easier to fit with Covid guidance.

That, nonetheless, the reduced capacity of training placements highlighted a vulnerability in the system; the need for trainees to be in schools and for schools to be engaged with

teacher training, particularly with the early career framework rollout when there will be an increased need for mentor capacity and senior staff support.

That the increased interest in teacher trainee applications and teacher retention was very good news and welcomed, but largely due to the weak labour market outside of teaching steering people towards the recession proof profession of teaching. However, this would not be the case forever and a focus on the longer term was required in order to build resilience into the system so that once the labour market recovered, the teaching profession remained attractive.

(by Ian Mearns)

That The Impact of Covid-19 on Initial Teacher Training report was available on the NFER website and also the APPG website.

(by John Howson)

That School Direct Salaried teaching in the secondary sector had almost collapsed. The number of provisionally placed and holding offers were at their lowest for quite a few years and the SCITTs were likely to be the major winners of the increased number of applicants.

That the biggest increase of applications were from people in their late 20s/early 30s, career switchers and possibly people who had been furloughed rather than new graduates. For much of the year new graduates applications were still lagging behind last year's figures.

That the teacher supply model (TSM) for the year was unlikely to be met for Physics, Design & Technology, Chemistry and Maths.

That there had been a significant increase in applications in London and the South East where student numbers were quickly increasing and therefore where trainees were actually needed.

(by Jack Worth)

That whilst increased teacher retention rates would help meet the system's needs regarding likely vacancies next year, there were a number of subjects that were unlikely to meet the TSM targets and the analysis carried out by NFER would be used to look into this in more detail.

That TeachFirst had also had difficulty in placing all of their trainees because the employment based routes not only needed capacity within the system to support these trainees but also a job to go into.

(by John Howson)

That people put off the decision to leave a profession/job during a crisis/economic uncertainty.

That the cohort coming forward would not be big enough to meet the turnover of middle management posts in the case of them leaving.

That a major concern was the retention of primary heads due to the current pressure they were having to endure with teaching and admin responsibilities.

(by Ian Mearns)

That over the past eighteen months recruitment for a head teacher and deputy head teacher in Gateshead attracted a large number of applications from London and the South East. Are there particular stresses in London and the South East which mean people want to leave?

(by John Howson)

That historically, when there is a large imbalance in the housing market, people who live in London decide that the quality of life outside of London is better, particularly if they have historical links to another part of the country - an interesting trend.

That the academy structure, and the new development of some academies putting secondary deputies into challenging primary headships had meant that there was less need to re-advertise such roles.

(by Jackie Black)

What, if any, research had been carried out on the restructuring of schools following the move from local authorities to MATS, particularly the shift of decision making powers from the head teacher to the trustees?

(by Ian Mearns)

That he was not aware that it had been researched.

That in the north east of England, the Bishop had instructed the Roman Catholic Diocese that all schools must become part of a Catholic based MAT. This had resulted in MATs of four to five secondary schools and sometimes forty to fifty primary schools.

(by John Howson)

That a very interesting research project for the sector would be to look at the way the faith communities had moved to academisation, and the Catholic Diocese had gone for Multi Academy Companies (MACs) rather than MATS, and that they would only have catholic schools in their MACs which had meant, in one or two cases, the overheads from the primary schools had been supporting unsuccessful secondary schools.

That there were good and bad examples of MATS and further research was required.

(by Ian Mearns)

Would this be something that the NFER could look into?

(by Chris Waterman)

That he disagreed with Andreas Schleicher's statement that head teachers in England had more autonomy than head teachers anywhere else in the world

That in 1980, the powers of an Education Officer were very similar to those of a CEO of a MAT - redolent of what local authorities moved away from 40 years ago.

(by Ian Mearns)

That previously, maintained schools had been referred to as local authority schools and that they had been local authority schools in name only since the 1988 Act and the delegation of budgets in the early 1990s. That the local schemes of delegation had meant that Head Teachers and their governing bodies had been largely autonomous and increasingly so since then.

That since the occurrence of multi-academy trusts, local authority schools had become less autonomous than they had been for quite some time.

(by Jack Worth)

That the NFER had carried out research a few years ago on Head Teacher retention in both primary and secondary education, and had looked at the question of differences between academy schools and maintained schools and different academy structures. The research was entitled 'Keeping Your Head'

[That a link to the paper 'Keeping Your Head' would be shared with the group.](#)

(by John Howson)

That previous research had shown that schools that were not performing well had a higher turnover rate of head teachers compared to schools that were performing well. However, head teacher turnover in the very best performing schools was faster than the slightly less well performing schools. This was attributed to age and experience.

(by Chris Waterman)

That Tanya Ovenden-Hope had recently written Exploring Teacher Recruitment and Retention.

(by Tanya Ovenden-Hope)

That both John Howson and Georgina Newton had contributed to the book.

That 'Exploring Teacher Recruitment and Retention' had focussed on England, specifically in terms of contextual challenges for teacher recruitment and retention, and the international perspectives in relation to workforce supply.

That, to offer an overview, the findings were quite depressing.

That all of the countries noted within the book had identified a common problem which was a discord between the agencies that controlled teacher recruitment and retention and the experts that worked within it.

That the discord was, what was required in order to meet workforce supply and the way in which it was not being met/supported and the teacher within the workforce being developed as part of that process.

That the underlying feeling of the book was, that while the United Nations Sustainable Development goal number 4 (quality of the teaching) was looking for developed countries to work with under developed countries in providing support for a quality workforce, how could this be achieved if we weren't getting it right ourselves?

That the book highlighted many different perspectives about what the workforce supply was and the potential for solving it.

That one of the most concerning issues was maintaining the momentum of motivation of new teachers. The profession would need to closely monitor and address this to ensure, that when the recession ended, new teachers did not consider leaving the profession.

That Philippa Cordingley and Bart Crisp of CUREE had contributed to the book, providing an insight on their international work on CPDL and how it had helped to sustain motivation and engagement within the profession in different countries across the world.

That having worked with an Opportunity Area on coaching and mentoring, there was insufficient resource for coaching and mentoring in order to support the Early Career Framework.

That whilst there had been a decline in CPD during the academic year, as a consequence of capacity within schools, CPD was essential for providing agency to the teaching profession and recognising the professionalism within.

10. AOB

(by Chris Waterman)

A question for Tim Oates

'Following a recent meeting, had Tim had an opportunity to comment on the number of GCSEs students should be allowed to take?'

(by Tim Oates)

That there was an interesting paper on the extent of high stakes assessments. The paper clearly identified that the majority of countries with developed education systems had high stakes assessments at the age of 16, and most of that was teacher assessment and often considered not to be very dependable.

That there was a strong argument for 9 qualifications being a sensible number of qualifications for main stream schools/main stream pupils.

(by Chris Waterman)

A question for Tim Oates

'How important is content compared with skills for GCSE subjects and might the current predicament change that balance?'

(by Tim Oates)

That it was a misconception that academic-oriented qualifications did not assess skills.

That skills such as persistence, diligence, concentration, the ability to write etc were implicit in obtaining reasonable grades and these skills were well developed in the national qualification, even if they were not stated explicitly.

That there was an Advanced Extension Award that had become increasingly popular in terms of children being able to pursue a particular area of study, which they themselves chose and pursued to a deep level, which had been very well received by HE Institutions who now actively looked for it.

That when we have wanted to assess the wider skills that the OECD recommend and Andreas Schleicher was interested in, the assessment was found to be time consuming and inconsistent.

(by Chris Waterman)

A question for Tim Oates

Regarding 'Extended Studies', in terms of take-up, do you have any figures about what sort of schools and what sort of pupils participate in Extended Studies?'

(by Tim Oates)

That, interestingly, it did not follow the pattern expected. That the more 'organised' institutions that managed their curriculum well and offered good support to their pupils (both independent and state schools, FE colleges and sixth form colleges) participated.

(by Ian Mearns)

A question for Tim Oates

'Have you heard anything from the DfE regarding the timing of exams for next year?'

(by Tim Oates)

That an official announcement was still pending.

That some advice had been offered:-

- A minor delay would be disruptive and not very useful.
- The delay had to be significant (a couple of weeks or longer) in order to allow genuine extended learning time and to allow schools to deliver well-organised provision.

That, as an exam board, one of the main issues would be the availability of markers. If examinations were to run significantly into school holidays then that would mean marker supply could be reduced and would constitute a considerable risk for the session.

That discussions had been held regarding whether or not students could take examinations online at home. It had been noted that consideration had to be given to the contrast of the student turning up to school with a supportive teacher and being supported by peers alongside a well-managed session with the kind of situation that some students may find themselves in at home, with poor internet access and with very little support they would find themselves becoming stressed during the exam.

(by Chris Waterman)

That a half day conference of the APPG for the Teaching Profession would be held on Monday 22 February 2021 and this date should be held in diaries.

(by John Howson)

Thanked Ian Mearns for chairing the meeting.

11. Date of Next Meeting

That the suggested date of the next was Monday 23 November 2020, 4.00 pm

That two additional external speakers were to be invited to attend:-

- The Secretary of State (or Nick Gibb if the Secretary of State declines)
- A representative from Ofsted