

Strengthening QTS and Improving Career Progression of Teacher

Consultation (Closes 9 March 2018)

1. Name, email address, Organisation, confidential or not, role, LA

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Meeting of Mathematics Subject Associations (MMSA)

Not confidential

MMSA Hon Sec

2. Strengthening QTS and Improving Career Progression for Teachers

- 1) Do you think that QTS should be awarded after a period of sustained professional practice rather than the end of initial teacher training (ITT), as it is currently? (~~Yes, agree without caveats, Yes agree with caveats (below), No, we disagree, Do not know~~)

The issue is not with Qualified Teacher Status. QTS currently, whether gained from an Under Graduate course or Post Graduate course and whether it is gained from a university led or school led programme, is rigorous and trainees only gain the award if all the Teachers' Standards are met. They enter their NQT year having sufficiently demonstrated that they can *begin* teaching. The issue is then what happens when they are thrust into an environment that has no space for professional development. Paragraph 10 claims you are building on a 'strong and successful system of ITT' yet the document title implies that it is deficit. Page 15 para 33 says 'QTS awarded under the old and new regimes (should) have equal weight'. That is simply not possible unless the current timing is maintained.

- 2) Do you agree that a core early career content framework and a continuing professional development (CPD) offer for new teachers should be fundamental to a strengthened QTS? (~~strongly agree, agree, disagree, strongly disagree, don't know~~)

Initial Teacher Education (ITE) already provides a strong basis for embarking on a teaching career. However, support for Early Career Teachers is variable, professional development should be an essential component of their weekly timetable that is both an expectation and an entitlement. School leadership must commit to this with the understanding that the newly qualified teacher does not arrive as a 'finished product'. A structured CPD programme gives new teachers time to join others in the same position, time to reflect and opportunity to connect their practice with research and new subject knowledge. Authentic collaboration with professionals with expertise in ITE and research informed classrooms has the potential to improve mathematics teaching as a whole as well as early career development for beginning teachers.

- 3) What core competencies, knowledge areas or particular skills do you think should be developed in a structured way during the induction period?
- Subject and curriculum knowledge
 - Evidence based pedagogy (including subject specific pedagogy)
 - Use of and engagement with evidence
 - Behaviour management
 - Use and understanding of assessment
 - Supporting pupils with SEND

• Other

All of these, since they are all aspects of the Teachers' Standards.

Subject knowledge and subject specific pedagogy are key elements for mathematics education at every Key Stage. Primary teachers are not specialists in mathematics and may be 'mathematics avoiders' with anxiety that can be attributed to prior experience. Progress will have been made in order to meet the requirements of Teachers' Standard 3 (TS3) by the end of ITE, but this needs to be built on through quality assured ongoing professional development in mathematics so that primary teachers can lay strong foundations for learners progressing to KS3 and KS4. Ensuring an adequate supply of mathematics specialists in primary schools is an essential component of supporting newly qualified primary teachers.

The government-funded research-evidenced Masters-accredited programmes such as MAST and Every Child Counts were beginning to make a significant contribution to primary mathematics education, before funding was cut. These programmes, with a strong emphasis on developing problem solving, reasoning and fluency through the use of manipulatives and imagery, were consistent with a pedagogy informed by years of UK research consistent with the aims of the National Curriculum. The NCETM Maths Hubs are attempting to regain the momentum through work generated from the Shanghai teacher exchange and the Mastery initiative. However, access to this provision is not universal, due to the geographical distribution of Maths Hubs and the reluctance of school leaders to release teachers. Unlike the MAST programme, these NCETM programmes do not automatically lead to Masters accreditation.

In the secondary sector issues related to the development of mathematical pedagogical knowledge are at the fore for many, although there are still significant (deep) mathematics knowledge issues for many, and especially non-specialists or those who have not taken a specialist ITE route but come from a different discipline. Attempts to address the issue of non-specialists teaching mathematics with courses such as TSST are not sufficiently sustained or classroom-embedded to allow expertise in mathematics and mathematics pedagogy to grow and be sustained, nor is there sufficient requirement that the pedagogy used in SKE and TSST courses models evidence-informed mathematics education. This adds to the issue of an absence of authentic continuous professional development that translates research into practice. These two issues contribute to the difficulties faced by mathematics departments in England that are not provided with resources to develop their teachers' professional knowledge, and they have an impact on practice, and in turn on student performance and participation. Maths Hubs are leading various initiatives in their locality, however their geographical distribution and the reluctance of school leaders to release teachers, means that universal access is not possible. In line with ACME's report *Empowering teachers: success for learners* at <http://www.acme-uk.org/media/14054/acmepdreport2013.pdf>, MMSA recommends that "funded continuing professional development (CPD) entitlement for new [all] teachers should be fundamental to a strengthened mathematics education in English schools". Improvements to CPD for early career teachers should therefore be linked to developments for the profession as a whole so that resources provided for collaborative research-informed classroom development are more closely aligned with successful international examples.

For mathematics, opportunities to develop and gain expertise are often under pressure because of the lack of excellent subject specialist teachers in secondary mathematics departments.

- 4) Do you think we should extend the induction period? (yes to two years, yes, another amount, Keep it at one year, do not know,)

We welcome the proposal to extend the induction period. However, it is essential that this period is used well. Simply extending the period within the current constraints could have a damaging impact on retention. It is vital that there should be no change in the opportunities for pay progression.

Schools should be accountable to Ofsted for providing a robust programme of induction and ongoing career development. On completion of ITE and award of QTS, the newly qualified teacher (NQT) currently embarks on their teaching career with a transition report indicating priority areas for development. It is essential that this document is used as the basis of bespoke support during the induction period. Schools need to be encouraged and expected to invest in NQTs so they have the opportunity to fulfil and exceed the potential demonstrated on appointment.

For mathematics, the induction period should include subject specific pedagogic content knowledge appropriate to the phase in which the NQT works. We support the ACME 'Beginning Teachers; Best in Class' report ([http://www.acme-uk.org/media/33228/acme%20initial%20teacher%20education%20\(ite\)%20report_web.pdf](http://www.acme-uk.org/media/33228/acme%20initial%20teacher%20education%20(ite)%20report_web.pdf)) that proposed a structured three year professional development programme through ITE and during the first two years in teaching, with the same ITE provider responsible for the whole programme. Explicit links to the ITE provider will ensure continuity of support and the opportunity to gain Masters accreditation.

- 5) We have used the names QTS(P) and QTS throughout this document. Do you think that these terms are appropriate? (~~Provisional then QTS, ITT completion certificate then QTS, Associate teacher status then QTS, other, keep the same, do not know~~)

We do not think these terms are appropriate. Any change to the use of QTS could undermine the status of existing teachers. 'Early Career Teacher' could gain currency as a term for the probationary teacher if the induction period is extended beyond a year. Alternatively, NQT and RQT could be adopted as new terms for teachers at the end of ITE and successful completion of induction respectively.

3. Mentoring and development time

- 6) Which of these proposals do you think would help improve the quality and quantity of mentoring for all new teachers (paragraph 47)?
- ~~Reviewing the mentor standards (to include mentoring of new teachers)~~
 - Strengthening statutory guidance to require schools to provide more frequent mentoring sessions or introducing an entitlement to minimum provision
 - ~~Development of high quality mentor training~~
 - ~~Don't know~~

The role of the school mentor needs to be valued and respected by senior leadership in schools. School mentors need time to be released from other duties and have access to high quality mentor training: supporting the development of new teachers requires a different skills and knowledge base, than teaching young people. The school mentor should not be solely responsible for assessing the Early Career Teacher. The difference between the role of the school mentor and the ITE mentor should be clearly defined. School mentors and other mathematics classroom teachers involved in ITE supervision should already have (or have the opportunity to develop) expertise in mathematical pedagogical

knowledge, but all teachers of mathematics should have an entitlement to access deeply informed subject specific expertise as part of their early career mentoring, and indeed throughout their career.

7) How else can we improve the quality and quantity of mentoring for all new teachers?

Require some joint attendance (mentor and mentee) at CPD events. Mentors should actively facilitate lesson study opportunities, teacher research groups, shadowing experienced teachers, observing others teach, team teaching, research informed collaborative planning, arranging for Early Career Learning partner visits, providing opportunity for both mentor and mentee to be out of class together, professional subject association membership and activity, and engender a community of practice amongst the cohort that self sustains once probation is complete.

Access to a mentoring qualification leading to full Masters drawing on the well-developed evidence-based body of mentoring knowledge (including for subject-specific mentoring). Ideally, providers should work with accredited mentors (as in nursing) who have been trained and verified by HE ITE partners. Mentors often have Masters credits from their own PGCE and take up Masters accredited mentor programmes successfully. These programmes should include the development of specialist subject pedagogical expertise. This proposal has the potential to break the cycle of culturally reproduced inferior learning models that endure in the English system, and begins to value the expertise of our teaching force. Such development has the potential to engender a virtuous cycle of deeply informed and current professional expertise – student success - teacher job satisfaction – teacher retention.

8) How should we ensure that new teachers get sufficient time to focus on their professional development?

- Minimum of 10% reduction of timetable in second year (as well as 20% in first year) plus entitlement to a protected hour a week mentoring in first year, hour a fortnight in second year
- ~~Different teaching timetable reduction~~
- ~~Release of new teachers from non-teaching tasks~~
- ~~Other/ don't know~~

4. Assessment and Accreditation

9) Do you agree that the QTS assessment should be conducted internally and be independently verified by an appropriate body?

- ~~Yes~~
- ~~Yes, but no need for independent verification~~
- No, QTS assessment should be conducted at the end of ITE, accreditation at the end of induction should be verified externally by an independent body

QTS should be as it is currently: at the end of ITE by the ITE provider with external verification - External Examiners from other ITE providers and Ofsted. Changing this will not alleviate the problem with retention and there is no evidence to suggest that internal assessment will increase research-informed practice within schools. At the end of induction, assessment could be internal with independent verification.

10) How should we strengthen the independent verification of QTS accreditation?

- ~~Develop more detailed guidance with the Teaching Schools Council and the Local Government Assoc on what the appropriate body role entails~~
- ~~Setting up a national network for appropriate bodies to provide support and a forum for working issues that arise~~
- ~~Introducing QA mechanism that might include an accreditation process whereby appropriate bodies have to apply to take on the role demonstrating that they understand the requirements~~
- Other

The end of induction assessment could be conducted internally, with rigorous external verification by independent bodies.

11) What role do you think ITT providers could play in the assessment and accreditation of QTS?

Leave assessment at the end of ITE as is. Current assessment and accreditation is rigorous with providers and schools working in partnership to ensure that at least the minimum level is attained across the Teachers' Standards. The issues related to teachers' professional development lies in the absence of authentic development of professional knowledge in the context of practice once teachers leave ITE. The difficulties for beginning teachers are parallel to those for experienced teachers. There is no evidence to suggest that a system of internal professional development alone would develop subject specific pedagogical knowledge in a manner that can transform classrooms by translating research into practice.

5. Supply Teaching and Additional Considerations

12) Do you think we should maintain the limitation on how long a teacher can teach on a supply basis without completing QTS?

- Yes, keep the 5 year limit
- ~~Yes but shorten the time: To 3 years — but how is this currently monitored? How about keep the 5 years but encourage completion of induction earlier~~
- ~~Yes but lengthen the time~~
- ~~No limit~~

13) What impact do you think this model of a strengthened induction period would have on post-ITE teachers in terms of teaching practice, retention, and morale?

- On teaching practice (positive, ~~some positives, negative~~)
- Retention (positive, ~~some positives, negative~~)
- Morale (positive, ~~some positives, negative~~)

Again, the QTS element of meeting the Teachers' Standards is not the issue. The access to professional development during the induction period of the Early Career Teacher (with the loss of many local authority NQT programmes) needs to be strengthened and the proposed model goes some way to address this. It is difficult to be confident about any positive impact of such changes without huge systemic changes in teacher workload, assessment practices, accountability, staffing levels accompanied by increased funding.

14) What impact would the proposed model of a strengthened QTS have on the wider school system?

Ongoing PD could improve morale and retention especially if the induction cohort's community of practice is strong and self supports. However, if the induction period is based in school alone we may find that we are preparing teachers for the one school and not for the general workforce, and we risk perpetuating mediocre practice, outdated approaches or sustained novelty that is not evidence-based. In mathematics education, working from one particular scheme or textbook in school may limit employability (and confidence) to teach in any other school. This will not support retention. To ensure fairness it would require standardisation and rigorous moderation to avoid some new teachers having preferential inductions over others. Regular engagement with external expertise should be included in induction experience, and that should go beyond any MAT or other sub-grouping of schools, for similar reasons.

- 15) Are there any other implications that we should consider that have not been addressed above, and what are your suggestions for addressing them?

Workload in the induction period should be a focus. This is the main cause for new teachers leaving the profession. A reduction of 20% in the first year and 10% in the second year would allow early career teachers would enable them to engage with professional development opportunities. New teachers take longer to plan, longer to locate resources, longer to assess. The workload quickly becomes overwhelming.

Where is the evidence that current QTS is causing issues with teaching, retention and morale? We believe it is related to the existing working conditions of the teaching profession. For example, the growing practice of Head teachers making new posts temporary rather than permanent is contrary to strengthening commitment to training, supporting and developing teachers. Anecdotally, we hear of widespread reluctance to release teachers for CPD because that will make teachers more promotable, so local funding of CPD is undermining the growth of systemic capacity.

6. Post QTS: Professional Qualifications

- 16) Do you think that there is a market for specialist National Professional Qualifications (NPQs) – or similar – for teachers who aspire to other forms of leadership within the school system
- ~~Yes for NPQs~~
 - Yes but NPQs are not the right vehicle
 - ~~No, there is no need for any additional qualifications~~
- 17) If you answered 'yes' to question 16, what specialisms should be prioritised for these NPQs (or similar)? (Teacher development, assessment, curriculum design, other)
- 18) Do you think there is a market for non-leadership NPQs – or similar – aimed at further developing subject expertise? How should they differ between primary and secondary? (~~Yes~~, no, don't know)

NPQs are not the right vehicle for strengthening the profession. Consideration should be given to funding Masters-accredited professional development opportunities for Early Career Teachers that build on the Masters credits gained during ITE. This would lead to a more deeply-informed and committed profession and builds systemic capacity and credibility.

- 19) What additional support should be offered for teachers who work in more challenging schools to undertake further professional qualifications?

A structured programme of support and mentoring linked to the developments for teachers in departments/schools as a whole should be in place. Teachers working in challenging circumstances should be offered reduced contact time to allow them to conduct interventions and to plan lessons that allow them to address difficulties in relation to the emotional and cognitive aspects of learning.

7. Post-QTS: Continuing Professional Development and Mentoring

20) Do you agree that a CPD badging scheme is something that should be developed? What organisations might be best placed to deliver this service? (~~strongly agree, agree, disagree, strongly disagree, don't know~~)

CPD badging suggests that knowledge of research-informed mathematics pedagogy and ways of transforming classrooms can be reduced to a kite mark. It cannot. England needs to look to research into international comparisons and insist that professional development partners have expertise in subject pedagogy and have sustained relationships with schools. CPD providers should have proven education to at least Masters Level (or equivalent) in an education-related discipline and be experienced in translating research into practice.

The NCETM has a kite marking process for mathematics CPD providers. Once NCETM introduced a charge, many dropped the kite mark. It is always possible to 'tick the boxes' of a kite marking scheme and not actually provide high quality CPD.

21) How should government incentivise effective professional development for teachers, particularly in the areas and schools where it is most needed?

- Clearer entitlements to funded CPD, including a minimum number of hours of subject-specific CPD
- The development of a national CPD framework for early career teachers (post-QTS), similar to that proposed for NQTs
- Ring-fenced funding for CPD in schools where it is most needed
- The introduction of a personal CPD record
- ~~Other~~

We would like to see a structured induction framework that includes links to Masters accreditation. Collaboration with HE is essential to connect educational research and practice and raise the academic profile of the profession.

22) How can government best support the development of a genuine culture of mentoring in schools?

- ~~Creation of specialist NQOs that includes focus on mentoring and coaching~~
- ~~Provide guidance on what effective mentoring looks like~~
- ~~Collaborate with the Chartered College of Teaching in their work to identify and accredit high-quality mentor programmes~~
- ~~Fund the provision of high-quality mentor training~~
- ~~Work with teaching schools to identify how they can help build capacity for mentor development among school leaders~~
- ~~Build mentoring leadership into the existing NQO curriculum~~

- Other

ITE providers already offer high quality mentor training with the option of Masters accreditation. Anyone mentoring ITE teachers, NQTs or RQTs should be required to attend such training before beginning mentoring. Funding needs to be given to schools to release mentors to attend such programmes. Schools need to value the importance of these programmes for all mentors and should not rely on sending one mentor on a course who is then expected to disseminate to other mentors in school. Simply cascading 'information' from such training does not lead to effective mentoring.

8. Post QTS: Sabbaticals

23) Do you think that a fund to pilot sabbaticals would be a positive step for the profession?

(~~strongly agree, agree, disagree, strongly disagree, don't know~~)

Examples from Australia suggest that sabbaticals can be an effective retention and professional development tool. However, this is in a system of less contact time for teachers and better professional development provision. Therefore, consideration of sabbaticals needs to be viewed within the systemic change necessary in the current English system.

24) What would the impact be for teachers and schools of enabling more teachers to take sabbaticals, providing they are related to their teaching practice?

We believe that sabbaticals might be a helpful way of allowing teacher development and improving retention. However, to ensure all teachers have access to this opportunity it would need to be a centrally funded scheme so schools are not disadvantaged in any way.