

Teaching standards and professional development in the UK

Tim Phillips

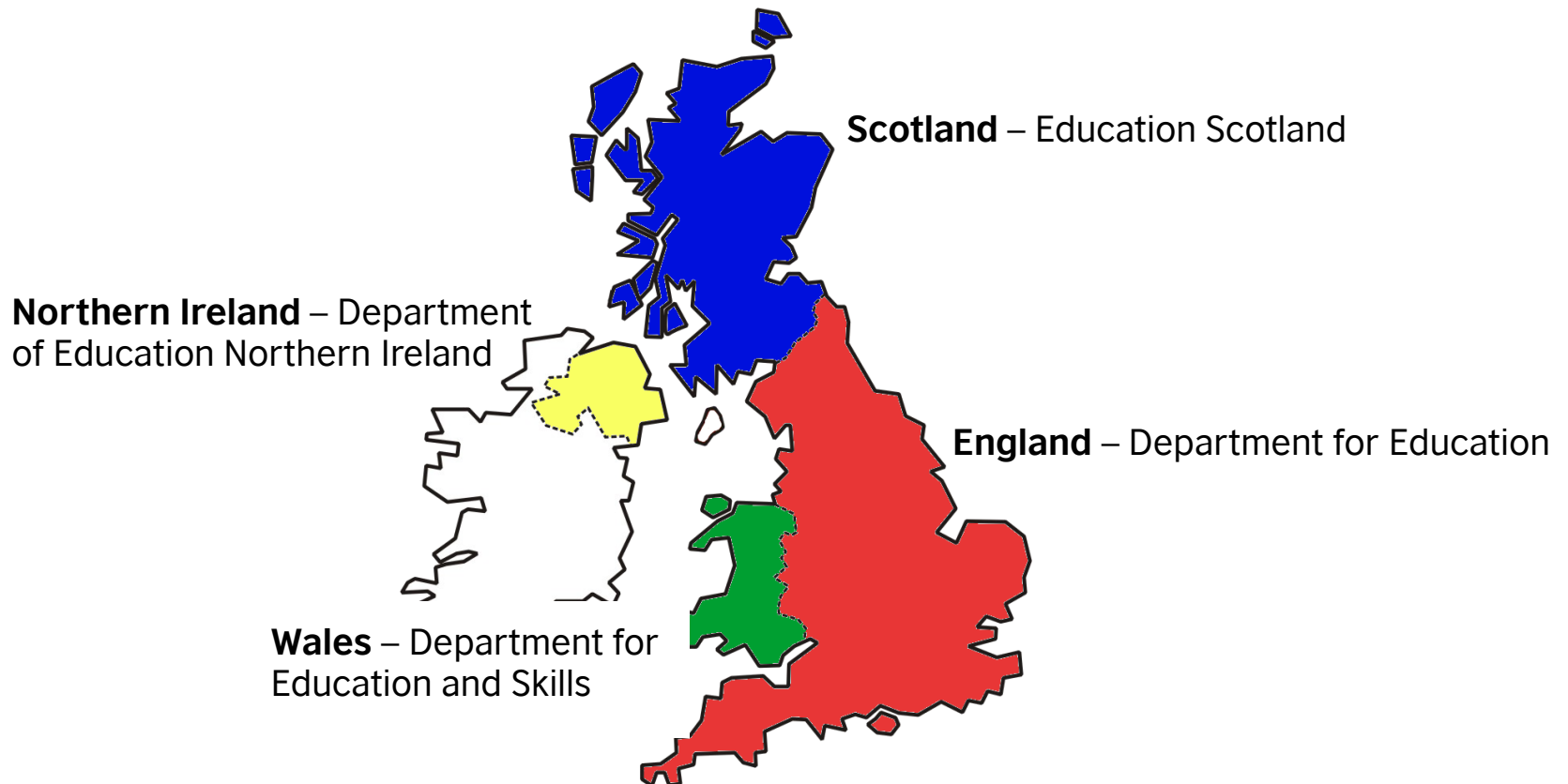
Head, Teacher Development,
English and Exams



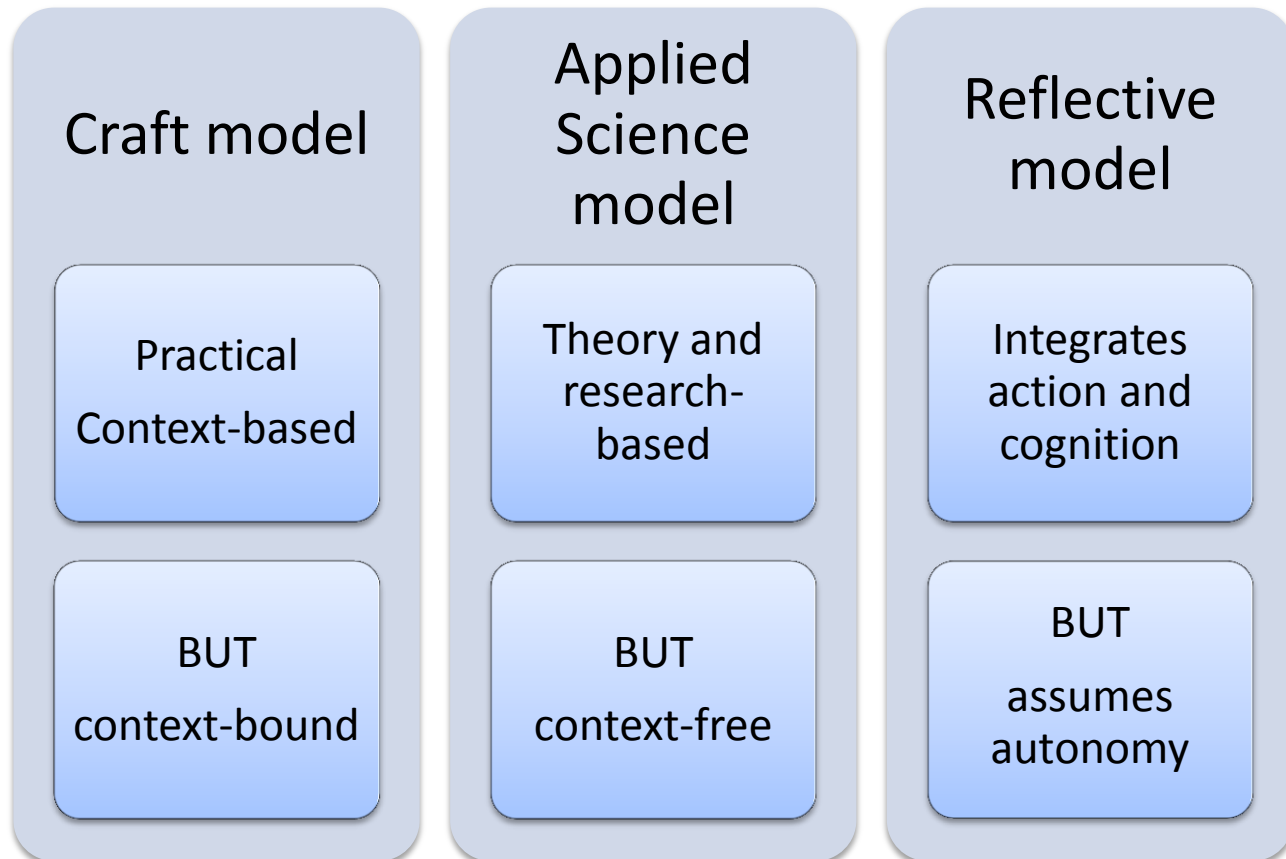
Questions we'll answer today

- What differences in education are there between the four countries of the United Kingdom?
- What makes great teaching?
- What is the role of higher education in preparing teachers?
- What types of school are there in England?
- How are the teacher standards for England used?
- What is effective CPD for teachers?
- What is the role of school leadership in developing teachers?

Education in the UK



Models of teaching



Teacher knowledge and skills



What makes great teaching?

The two factors with the strongest evidence of improving pupil attainment are:

- teachers' content knowledge, including their ability to understand how students think about a subject and identify common misconceptions
- quality of instruction, which includes using strategies like effective questioning and the use of assessment

Specific practices which have good evidence of improving attainment include:

- challenging students to identify the reason why an activity is taking place in the lesson
- asking a large number of questions and checking the responses of all students
- spacing-out study or practice on a given topic, with gaps in between for forgetting
- making students take tests or generate answers, even before they have been taught the material

What does NOT make great teaching?

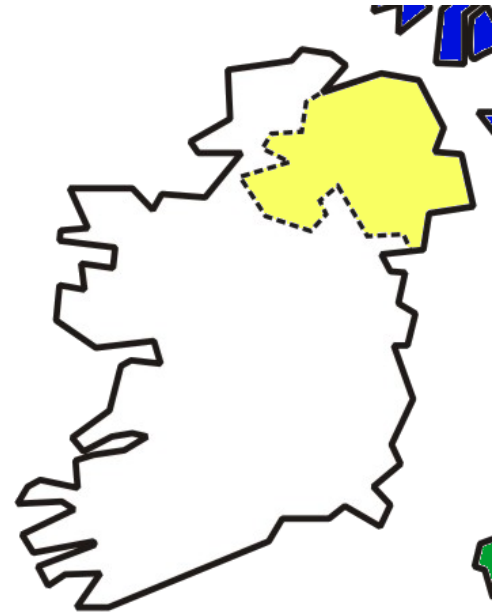
Common practices which are not supported by evidence include:

- using praise lavishly
- allowing learners to discover key ideas by themselves
- grouping students by ability
- presenting information to students based on their “preferred learning style”

Coe R., Aloisi C., Higgins S., and Elliot Major, L. (2014) What makes great teaching? Review of the underpinning research. Sutton Trust (See also: <http://www.suttontrust.com/newsarchive/what-really-makes-great-teaching/>)

Initial teacher education – Northern Ireland

- Department of Education approve ITE courses
- General Teaching Council for Northern Ireland (GTCNI) accredit ITE courses
- Education and Training Inspectorate (ETI) inspect courses
- 2 universities colleges offer 4-year BEd courses
- 3 universities offer one-year PGCE courses



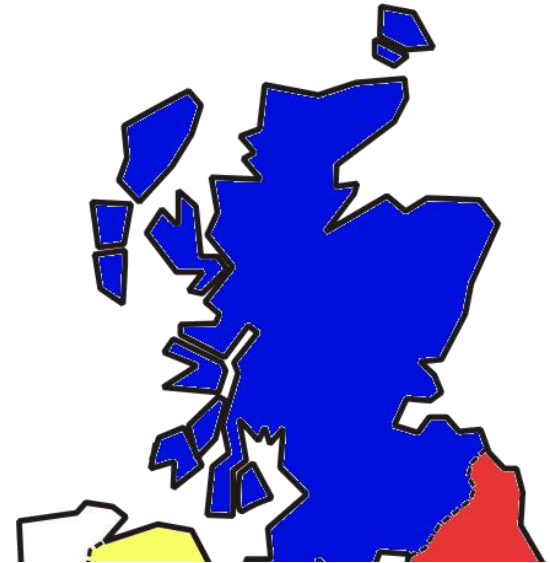
Initial teacher education - Wales

- General Teaching Council of Wales (GTCW)
- Graduate Teaching Programme (GTP)
- Three regional ITE centres
- Each centre collaborates with 2 universities and partner schools
- Common set of policies and procedures



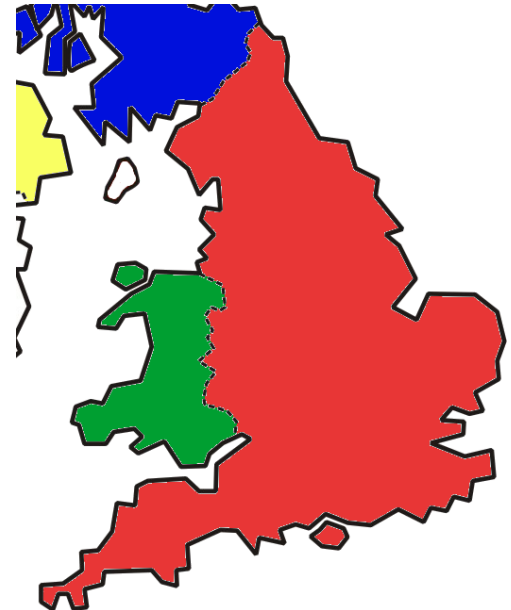
Initial teacher education - Scotland

- General Teaching Council of Scotland (GTCS) sets minimum requirements
- 8 universities in partnership with 32 local authorities
- Universities have their own admission policies
- University schools of education provide one-year PGDE, or 4-year degree with QTS



Initial teacher education - England

- University schools of education offer one-year PGCE courses
- School Direct – direct employment of graduates, often in “Teaching Schools”
- Teach First – two-year Leadership Development programme – six weeks university training plus in school support towards PGCE



Roles in Education in England

Department for Education

```
graph TD; A[Department for Education] --- B[Primary and secondary education 5-16]; A --- C[Post-16 education]; B --- D[OFSTED - Office for Standards in Education, Children's Services and Skills]; C --- D;
```

Primary and secondary education 5-16

QTS – Qualified teacher status

NCTL – National College for Teaching and Leadership

Post-16 education

QTLS – Qualified teaching learning and skills

SET – Society for Education and Training

OFSTED - Office for Standards in Education, Children's Services and Skills
Higher education – ITE , partner schools & research

LEAs – Local education authorities

Types of school in England

All children in England between the ages of 5 and 16 are entitled to a free place at a state school. Most state schools have to follow the national curriculum. The main types are:

- community schools controlled by the local council
- academies independent of the local council, including faith schools, free schools, and specialist schools

Direction of educational change in England

From	To
State action	Decentralisation
Targets and accountability to the centre	Data transparency creating local accountability
Regulation as best guarantor of fairness	Autonomy and trust as best guarantor of fairness
Specific programmes to tackle issues	Accountability and incentives set to create improvement
Identification of best practice and guidance	Deregulation and reducing bureaucracy
Centralised planning of the system	A system led and developed by the system itself
	More RESPONSIBILITY and ACCOUNTABILITY expected from schools ¹⁴

Teacher standards in England (video)

Sally Coates
Headteacher

<https://youtu.be/8gTwmODIaO4>



Teacher standards in England - Teaching

1. Set high expectations which inspire, motivate and challenge pupils
2. Promote good progress and outcomes by pupils
3. Demonstrate good subject and curriculum knowledge
4. Plan and teach well structured lessons
5. Adapt teaching to respond to the strengths and needs of all pupils
6. Make accurate and productive use of assessment
7. Manage behaviour effectively to ensure a good and safe learning environment
8. Fulfil wider professional responsibilities



Teacher standards in England - Personal and professional conduct

Public trust and high standards of ethics and behaviour:

- treating pupils with dignity
- safeguarding pupils' well-being
- tolerance and respect for the rights of others
- British values
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law

Regard for ethos, policies and practice of their school

Understanding and acting within statutory frameworks

Use of teacher standards

The Teachers' Standards are used to assess

- all trainees working towards QTS, and all those completing their statutory induction period.
- the performance of all teachers with QTS who are subject to The Education (School Teachers' Appraisal) (England) Regulations 2012,
- may additionally be used to assess the performance of teachers who are subject to these regulations and who hold qualified teacher learning and skills (QTLS) status



Continuing professional development of teachers

- 'CPD is a planned, continuous and lifelong process.
- Through it, teachers try to develop their personal and professional qualities, and to improve their knowledge, skills and practice.
- This leads to the empowerment and increased autonomy of teachers, the improvement of their practice, and the development of their organisation and their learners.

Adapted from:

- Padwad, Amol; Dixit, Krishna (2011) Continuing Professional Development: An Annotated Bibliography. British Council



The importance of school leadership

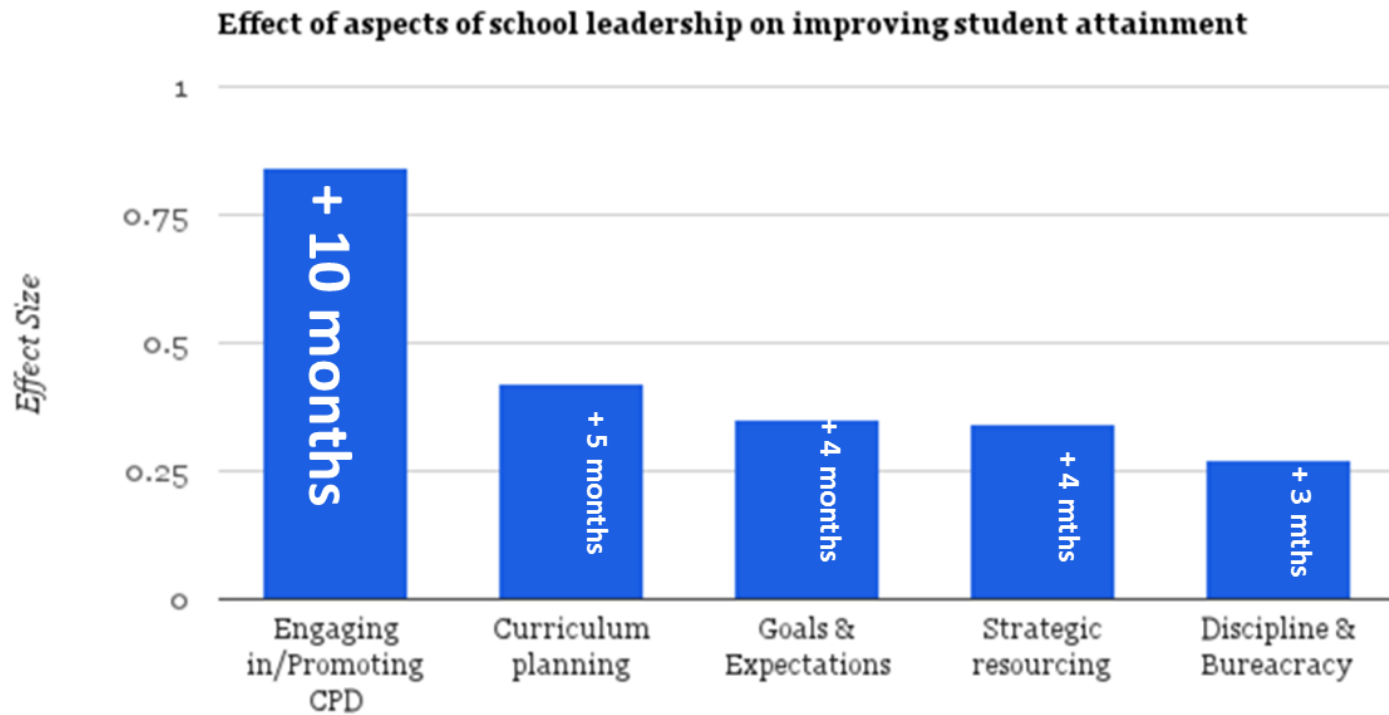
“Headteachers occupy an influential position in society and shape the teaching profession.

The values and ambitions of headteachers determine the achievements of schools. They are accountable for the education of current and future generations of children.

Their leadership has a decisive impact on the quality of teaching and pupils’ achievements in the nation’s classrooms.

Headteachers lead by example the professional conduct and practice of teachers in a way that minimises unnecessary teacher workload and leaves room for high quality continuous professional development for staff. ”

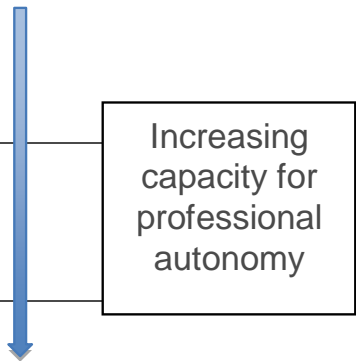
School leadership and CPD



Source: Robinson (2009)

Models of CPD

	MODEL OF CPD	PURPOSE OF MODEL
	The training model The award-bearing model The deficit model The cascade model	Transmission
	The standards-based model The coaching/mentoring model The community of practice model	Transitional
	The action research model The transformative model	Transformative



Kennedy, A. (2005). Models of Continuing Professional Development (CPD): A framework for analysis. In *Journal of In-service Education*, Volume 31, Number 2, 2005.

What is effective CPD?

In their survey of research into professional development, Walter and Brigg identify seven characteristics of effective professional development:

- it should be concrete and classroom-based
- it involves teachers collaborating with other professionals
- it should engage with expertise outside the teacher's institution
- it should involve teachers in selecting their own professional development activity
- it includes mentoring and coaching
- it should be sustained over time
- it requires the support of leadership.

Walter, C. & Brigg, J. (2012). What professional development makes most difference to teachers? Cambridge Creative Commons.

Areas of teacher development

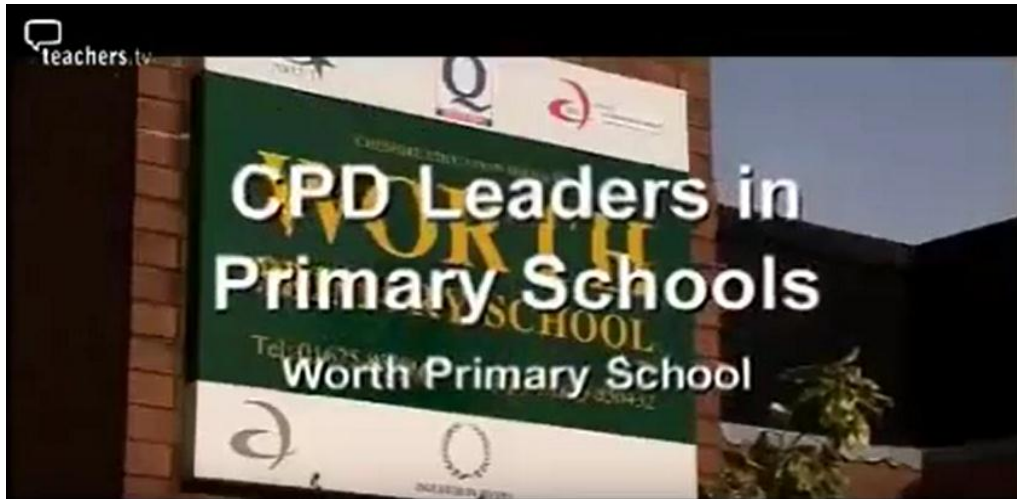
EVANS (2002) – AREAS OF TEACHER DEVELOPMENT

Attitudinal development the process whereby teachers' attitudes to their work are modified	Intellectual changes to the thinking of the teacher
	Motivational changes to the motivation of the teacher
Functional development the process whereby teachers' professional performance may be improved	Procedural changes to how the teacher does s/thing
	Productive changes to how much the teacher does



Evans L (2002) What is Teacher Development?, Oxford Review of Education. 28.1: 123-137

CPD in schools in England


- CPD in Worth primary school
- <https://www.youtube.com/watch?v=dklCOHAmcC4>



CPD & the British Council

TeachingEnglish

[Home](#) [Teaching kids](#) [Teaching teens](#) [Teaching adults](#) [Teacher development](#) [Events](#) [Magazine](#) 

Home » Teacher development

Teacher development

Continuing professional development

This section has information about the 12 professional practices in the British Council's new continuing professional development (CPD) framework as well as useful resources to help with teacher development in each professional practice. You can download and read an overview of the complete CPD framework below and also read about contemporary perspectives on continuing professional development, written by Simon Borg. For each professional practice you can download an overview to see the elements included and access relevant resources to help you with your development.

[Download the CPD framework overview](#)[Download contemporary perspectives on CPD](#)

Understanding learners



Planning lessons and courses

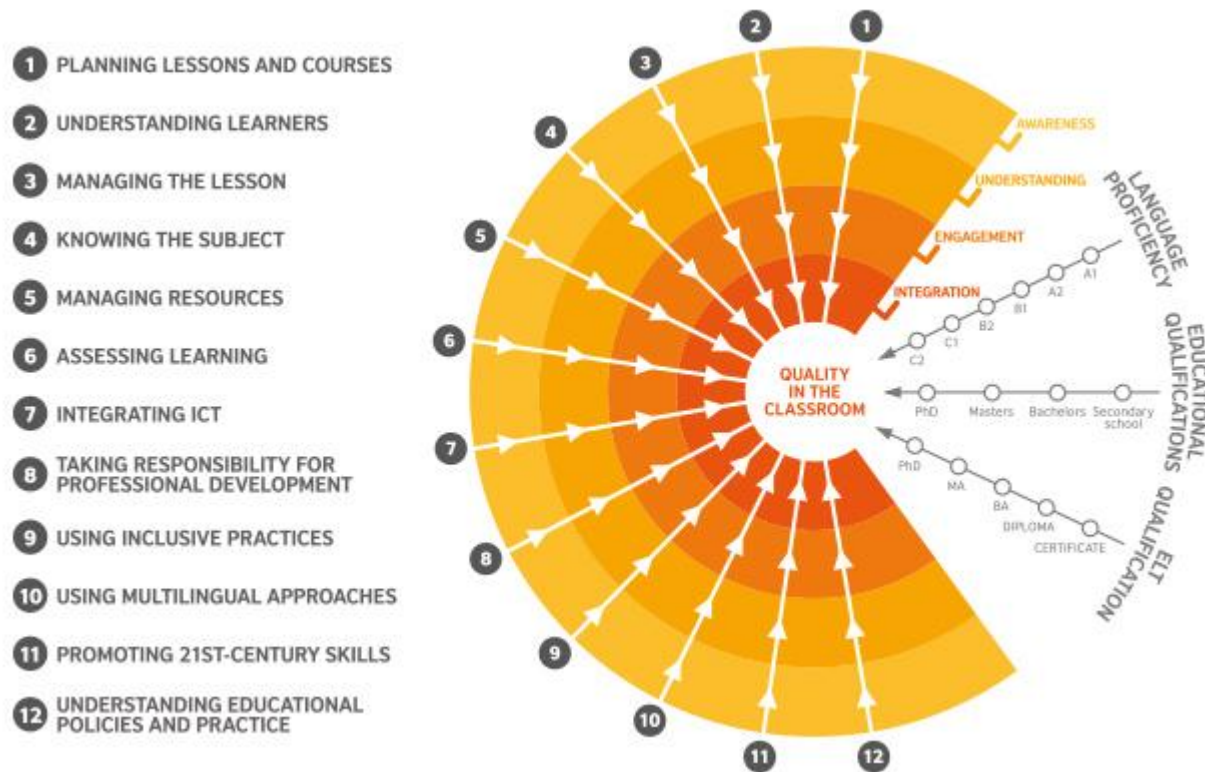


Managing the lesson

CPD

Planning lessons and courses
Understanding learners
Managing the lesson
Knowing the subject
Managing resources
Assessing learning
Integrating ICT
Taking responsibility for professional development
Using inclusive practices
Using multilingual approaches
Promoting 21st century skills
Understanding educational policies and practices

Supporting CPD



MOOC – Professional practices in English language teaching

Thank you very much for the support and this lovely course-it is something I have wished for for years. Here I have found answers to some questions I've always wanted to ask my colleagues but was afraid of their reaction- some teachers are simply not willing to talk about the way they overcome particular situations in the classroom. I am happy to see so many teachers actively involved in this course and interested in sharing their own teaching ideas and advice.

One of the best takeaways has been that I am part of a world community of English teachers trying, struggling, learning, improving, and caring about methods and the learners themselves. Previously I had felt that I was the only teacher questioning his or her methods. And then I read a comment from lead teacher Claire, I believe, that teachers are always questioning techniques. I am so glad that I'm not the only one!

This world network of teachers is priceless. To see and to follow fellow teachers from Thailand, Myanmar, India, Ukraine, Russia, Brazil, Colombia ... amazing.

Today's questions

- What differences in education are there between the four countries of the United Kingdom?
- What makes great teaching?
- What is the role of higher education in preparing teachers?
- What types of school are there in England?
- How are the teacher standards for England used?
- What is effective CPD for teachers?
- What is the role of school leadership in developing teachers?

Any other questions?

Thank you!

Tim.phillips@britishcouncil.org

www.teachingenglish.org.uk/

www.teachingenglish.org.uk/teacher-development/continuing-professional-development

www.futurelearn.com/courses/english-language-teaching