LICENSED TO CREATE

Ten essays on improving teacher quality

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Acknowledgements

Introduction

Joe Hallgarten

Teacher quality matters. At a time when tinkering with school structures and changes to accountability frameworks appear to be having diminishing returns to outcomes for learners, nations around the world are placing a forensic focus on how to improve the everyday practices of teachers. As Dylan Wiliam writes in this publication, "There has been a shift from treating teachers as a commodity (ie regarding all teachers as equally good, so that what matters is getting enough teachers at a reasonable cost) to regarding teacher quality as a key element in educational policy."

Although there is a general consensus that great teaching requires a combination of subject, pedagogical and behavioural knowledge and interpersonal skills, there is less agreement on how to achieve this combination across a large and increasingly diverse workforce. As with most aspects of school reforms there are tensions, philosophical and pragmatic, about whether centralism or autonomy is the best route to success.

This collection of essays was prompted partly by the Shadow Secretary of State for Education's suggestion that a new teacher licensing scheme in England could become a key lever for improvement. In a speech in January, Tristram Hunt (2014) proposed that "We would work with the profession to create a framework of new career pathways for teachers … teachers would be expected to undertake regular professional development throughout their careers and revalidate their expertise at regular intervals." The idea is not new – Michael Barber (1997) proposed the introduction of five-yearly teacher MOTs 20 years ago – but as yet, no school system in the world has made a sustained attempt to create such a validation scheme with genuine teeth, that goes beyond undertaking an agreed numbers of professional development hours, and continues throughout a teacher's career.

The authors were asked both to respond to the licensing idea, but also to consider the role of teacher creativity and innovation in raising quality. This is of particular interest to the RSA (see the second part of this introduction). The authors were selected partly because they had no organisational baggage, or at least carried their baggage lightly. We wanted contributors with singular, provocative perspectives, who could not claim to 'represent' any groups or teachers or other stakeholders.

The first group of essays provide broad analyses of the evidence which we need to bring to bear on these issues. After this, headteachers and teachers give their views, grounded in practice and values but still evidence-based. The politicians are left until the end, partly as a reminder that, in education as in many other aspects of public life, policy is temporary but practice is permanent.

Although the essays all focus on the situation in England, many of their arguments have international relevance. **Tracey Burns and Kirsten Weatherby** use data from the OECD Teaching and Learning International

Survey (TALIS) in 2013 to examine the factors underlying creative or innovative teaching practices. Comparing the characteristics of England's teaching workforce with international colleagues they offer some suggestions as to how creativity and innovation in teaching could be encouraged. Whilst not focusing specifically on teacher licensing, the authors advise that "If England were to follow this route, a thorough review of the systemic alignment and strengths and weaknesses of rewards and incentives would need to be conducted."

Dylan Wiliam provides a robust analysis of recent and current efforts to improve teaching and teacher quality. In demonstrating the limited short-term impact of recruiting better trainee teachers, and practical difficulties in identifying and removing ineffective teachers, Dylan argues for a focus on transforming the existing teaching profession into a learning profession. The aim should be "to create a structure in which all teachers are expected to improve their practice as long as they remain teaching", aligned to professional development that supports changes to what teachers do, rather than what they know, influencing habits rather than increasing knowledge. Whilst sceptical of the value of a formal licensing process, Wiliam proposes an alternative, based on an expectation that teachers will commit to improving an aspect of their practice every year.

David Weston harnesses the evidence about the key ingredients of teacher professionalism, and effective professional learning, to make a powerful case for a teacher-owned licensing system, led by a new Royal College of Teaching. He argues that we first need to consider the alignment and agreement within the profession around valued student outcomes, teachers' roles and skills as diagnosticians, designers of learning, and improvers of their own and other teachers' practices. Weston outlines four features of a potentially powerful licensing system, but also shows how this needs to integrate with a new, more diverse model for teachers' professional pathways. Crucially, David calls for a 'slow policy' approach: "The entire development process will take perhaps three to five years before the final shape of a new Royal College will emerge, with standards for licensing developing from within it. This is not something that should be rushed, but each debate and development cherished."

Philippa Cordingley takes Weston's idea of 'collegiate professionalism' to a deeper level, highlighting the importance of focusing on what teachers can achieve together to transform pupils' life chances through collaborative professional learning. The problem is that "In most schools routine teacher activity and accountability systems are organised around how teachers work as individuals. Furthermore, a teacher's first opportunity to work closely with others in a team context is frequently within a management role, when accountability issues create a strong undertow." She illustrates the ways in which such efforts, structured through a high status, developmental licensing process, might help the profession take charge of its own identity. Philippa envisages the possibility of a system that enables teachers locally, and as a profession, to create a whole bigger than the sum of the parts by rooting the licensing process in useful, naturally occurring, formative evidence. Applying the international evidence about the importance of school leaders explicitly modelling and investing in professional learning, Philippa argues that the success of any licensing for teachers might depend upon an appropriately connected licensing for leaders.

Headteacher **Alison Peacock** also focuses her attention on leadership, arguing that "We should pay more attention to developing and encouraging courageous school leaders who aspire to rediscovering and nurturing the excellence hidden within our schools." Her essay explores key dispositions that increase the capacity for professional learning and the associated states of mind that inhibit learning, offering an alternative view of what it means to become an excellent teacher – "In order to find another way of seeing, to make the familiar strange, it is necessary to connect beyond your own situation." Alison recognises the tensions in our existing systems of teacher performance management. The irony is that time spent proving that their children are making progress means many teachers do not have time to make progress themselves, and, building on her experiences of leading a teaching school alliance, recommends moving towards a regionally-based accountability structure, with a significantly different role for Ofsted – including making the Chief Inspector of Schools accountable to a Royal College of Teaching.

Tom Sherrington offers a secondary headteacher's angle, examining the need for a licensing system that creates genuine incentives that influence the processes, systems and culture of all schools. This would mandate leaders and teachers to "work together to develop a strong evidence-led professional culture leading to improved learning outcomes for students." The development of teachers to meet and surpass licensing criteria would be an 'embedded aspect' of any leadership role. This would require an entitlement for all teachers to participate in high quality, career long, school-based professional development. As well as expanding on this model, Tom also welcomes and builds on the RSA's notion of 'teachers as designers', explored in our animation (see the www.thersa.org/teachers), and later in this introduction.

Even closer to the chalkface, senior teacher **Lorna Owen** builds on other authors' ideas around collaborative professional learning and inquiry-centred leadership to attempt a redefinition of Continuing Professional Development (CPD) to Creative Professional Development – "Give us Continuing Professional Development and we will participate. Give us Creative Professional Development and a License to Create and we will innovate and share new levels of intellectual and cultural freedom." In describing the day-to-day reality of what CPD often means for teachers, Lorna discusses how we could make more of the everyday research that teachers undertake and focuses on the need to provide better opportunities for research and evaluation of practice. Whilst supportive of the licensing concept, Lorna warns that "It cannot assume the form of another mandatory or run-of-the-mill requirement, but must provide clear guidance, parameters and acknowledgement and endorsement of success. It cannot become a commodity which we earn and file: it must be organic, motivational and lead to further discourse and investigation. "

Reflecting on over 20 years in the classroom, **Debra Kidd** gives a compelling critique of the prevailing orthodoxies in English education policymaking that have increasingly regarded teachers as technician, or 'doer'. "Current and trainee teachers are themselves increasingly the products of a carefully managed culture of compliance." Whilst many are challenging this culture, especially through encouraging teacher engagement with and in research – the teacher as thinker model – Debra argues

that we should not forget the emotional – the 'feeling teacher'. Emotional work builds the relationships that research has shown to be crucial for the expert teacher. Trust between teacher and pupil is a pre-requisite to effective learning. This trust is dependent on authenticity, care and empathy. Debra's essay makes the case for giving all three elements – action, intellect and emotion, or doing, thinking and feeling – equal consideration and support within any new licensing system.

Charlotte Leslie's essay argues that a successful system of teacher licensing is the desirable consequence of, not the cause of, a developed professional body. Only a Royal College of Teaching would have the credibility to establish respected standards against which to license. In reminding us that "politics loves a vacuum", and asking us to learn the lessons from the General Teaching Council of England, Charlotte warns against attempts to artificially or prematurely introduce a licensing scheme without waiting for the evolution of such a body – this could "risk destabilising the currently promising but embryonic progress of the formation of a Royal College of Teaching being undertaken by the profession, which represents perhaps the most exciting, game-changing development in teaching for centuries."

In a few months' time, it may be **Tristram Hunt** who has the power to determine levels of government 'interference' in England. His concluding essay identifies a new 'reflective epoch' when the profession is thinking deeply about its future, and such reflection "is beginning to coalesce into a clearly identifiable and relatively united movement." United by a commitment to a research-informed profession, this movement is beginning to define its own purpose and practice. Hunt positions a policy of teacher revalidation within a broader context of teacher-led change, including the hands-off encouragement of a Royal College of Teaching. Licensing would act as a lever to improve the quality of professional development and the quality of practice sharing that teachers both demand and receive.

The RSA's view

The RSA's thinking on these issues, expressed simply for a global audience in our new animation, builds on the ideas developed by the authors in this collection.[1] It connects partly to the RSA's new education focus on 'closing the creativity gap' in learning, by which we mean the gap between current opportunities and outcomes and our creative potential as human beings. We believe that cultivating everyone's creative capacities throughout life, working particularly with people and communities who lack the opportunities, power and resources to realise their aspirations and put their ideas into practice, is crucial for an adaptive, inclusive society, and a successful education system. However, even within the current hierarchy of valued outcomes, which tends to prioritise the academic over the vocational, knowledge recall over application, and problem solving over problem finding, we still need to think differently about the role of teachers.

It also builds on the RSA's recent work on school-to-school collaboration, developed through our Inquiry into education in Suffolk (RSA, 2013a), and modelled with our growing family of Academies in the West Midlands. Our report on Suffolk (2013a, p. 15) argued that:

1. See www.thersa.org/teachers

"Strong partnership working, both within and across schools, and with external partners and organisations, can make a significant difference to the quality of teaching and learning in each setting, enabling professionals to develop new skills and expertise through peer review and evaluation, whilst giving pupils the chance to access a greater range of learning opportunities. What is more, the practical experience of [collaboration] … helps foster a stronger sense of moral purpose and shared responsibility for the learning of children and young people in schools beyond one's own."

There is no doubt that some systems and many individual schools are moving in the right direction, paying particular attention to the power of collaborative professional learning (RSA, 2013 a & b). However, these changes are often still occurring within a dominant paradigm that tries to change behaviour through top-down accountability measures, pay-related incentives and high stakes testing and appraisal. This is creating a teacher identity, which reduces the teacher role to that of compliant technician, whose job is largely to implement protocols and carry out instructions.

The ever-increasing downwards pressure means that too many teachers leave after just a few years, and, as all of the authors have mentioned, too many of those who do stay fail to keep improving and rarely improve together as a cohesive community of practice, whether through within-school or within-subject communities. Faced with a generation of young people (described recently by Demos as "generation citizen") who are more ambitious, entrepreneurial and community minded, but also expect their future workplace to offer them opportunities to vent their creativity, this may also mean that more developed nations will continue to face shortages of teachers whenever their economies grow again. As the Education Select Committee (Huat & Gorard, 2011) argued "In general, the most talented members of the generation currently in its twenties seek roles in which there are opportunities to learn and develop in the workplace through mentorship and collaboration, rapid career progression on the basis of performance, and above all the chance to make a difference to the world around them … Potential recruits are put off teaching by its perception as an unambitious and unchallenging vocation." Although current rumours of increasing teacher recruitment difficulties in England have not gone beyond the anecdotal, there is no doubt that our teacher labour market is currently vulnerable to positive economic winds. As the OECD (2011, pp. 5–6) asserts "making teaching an attractive profession … requires teacher education that helps teachers to become innovators and researchers in education, not just deliverers of the curriculum."

The dominant paradigm may also be preventing teachers from capitalising on the emerging and increasingly pervasive technologies that could transform learning outcomes and relationships with and between learners. The potential is neatly summed up by Fullan and Longworthy's (2014) description of the 'new pedagogies': approaches based on strong learning partnerships between and among students and teachers which combine the learning of knowledge, collaborative application of that knowledge to real and important problems, and the use of technology as a tool for collaboration, research and monitoring progress. The future scenario described in the recent report (Massachusetts Business Allance for Education, 2014, p. viii) on education in Massachusetts is also compelling.

"There were parts of a learning day when a teacher lectured from the front of a class, but often this teacher, a deep expert and great presenter, was on a screen and there were hundreds of students watching. In the room with the students were their support team, a combination of trained teachers and learning assistants led by a master teacher. This team knew each student personally, their strengths, needs and ambitions, the progress they had made and the tailored program they were pursuing. When a student struggled with a sequence of learning – the initial phase of calculus, say – the teacher could offer precise advice because the learning management system instantly identified how numerous other learners around the state (and beyond), with similar demographic and learner characteristics, had managed to master this sequence. The teacher's task, therefore, was as much about inspiring and encouraging the student to overcome any barriers to progress as it was about telling them how to do it."

Fullan and Langworthy (2014, p. 20) argue that the 'sage on stage' versus 'guide on the side' dichotomy needs to be replaced by a new vision of 'teacher as activator'. For rhyming purposes, we could call this 'mentor at the centre', recognising teachers' continued central role in a learning process that includes but is no longer dominated by the age-old ritual of knowledge transmission to a mass, receptive and attentive audience. As the Australian Digital Education Advisory Group's (2013, p. 17) final report recently concluded: "Technologies do not, of themselves, improve learning. Rather, it is the design of the learning experiences, making use of particular technologies, which leads to improved learning outcomes."

How can we align our vision of teaching as a highly creative profession with one which is evidence-informed and research-rich (BERA and RSA, 2014), refuses to waste bandwidth by reinventing wheels or endlessly repeating ineffective practices, and doesn't do novel for novel's sake? How can this happen coherently across a diverse and fragmented school system? As the RSA's (2013b, p. 13) report on rebalancing education and skills argued, whereas 'islands of innovation' may emerge within existing systems, the education system of the future will need to develop a systemic capacity to innovate. All schools and colleges will need to experiment with original approaches or become early adopters of cutting edge practice elsewhere, so that they can get better at responding to changing needs more quickly than ever before.

The argument expressed in the Massachusetts Business Alliance for Education (2014, p. 15) report is equally true for England.

"Whole-system reform alone will not be enough. We need to find ways to integrate into the system a capacity to innovate continuously. Unfortunately, much of the education reform debate in recent decades has set up whole-system reform and innovation in opposition to each other. In fact, the two can and must go together. The key challenge is how to create structures and relationships within systems where information and ideas flow in all directions."

One way to meet this challenge could be to reconceptualise teachers as designers of effective learning experiences. At their best, designers channel their creative capacities towards solving real-life problems and dilemmas. They are always mindful of their clients and end users,

respectful of the constraints of any brief, and centred on the problem and desired outcome, thinking beyond the superficial limitations of the resources that appear available.

Design thinking requires a powerful alignment of analytical and intuitive thinking (see Table 1; and RSA, 2009). Whereas the analytical thinker favours data and past knowledge over judgment and bias and is able to refine and produce a consistent scope and outcome, the intuitive thinker is more likely to dismiss data and analysis for exploring possible new futures and forms of knowledge. In combination, the teacher who embraces design thinking becomes the author of her own pedagogical practice within the school, not just its recipient. She is able to combine both data and insight in order to create personalised and engaging educational experiences for all students.

Table 1: (Ungar, 2011)

	Analytical thinking	Intuitive thinking	Design thinking
Purpose	To prove through induction and deduction	To know without reasoning	To balance analysis and intuition
Approach	Exploit existing knowledge, Focus on the past, Venerate data, Dismiss judgement and bias, Refine what is	Explore new knowledge, Focus on the future, Venerate insight, Dismiss analysis, Invent what might be	Explore and exploit, Integrate the past and future, Combine data and insight, Design what should be
Goal	Reliability: an outcome that is consistent	Validity: an outcome that meets objective	Reliability and validity: a productive balance

The teacher-as-designer concept can take us beyond the 'let thousands of flowers bloom (in secret)' model of teacher creativity, as well as the teacher-as-tinkerer model, whose efficacy is limited to incremental change within individual classrooms. As Tom Sherrington argues in his essay, "Innovation and Creativity are words that can be barriers for some people, suggesting novelty for its own sake and perhaps insufficient respect for the body of knowledge that already exists. Design is a form of creativity that suggests deliberate, planned innovation built on a foundation of research-informed professional wisdom. I like that – and I think other teachers would too."

To foster a design-thinking teaching profession, neglect, however benign, will not be sufficient. Nor will the ideal of a self-improving school system, however effective, necessarily lead to a system where teachers have greater agency over their purposes and practices. At present, only one quarter of teachers across the OECD feel that they would be rewarded for innovative teaching (see the first essay). Our education system needs to be designed to give teachers the support, motivation and incentives they need to take risks and experiment with disciplined innovation.

Policymakers and school leaders need to place deliberate, rigorous focus on the development of teachers' creativity and innovation within education reforms. This is a whole-system challenge. Of course, schools with poor outcomes need to take simple, well-evidenced measures to get

the basics right, but too much command and control can permanently reduce those teachers' capacities for innovation. The journey from poor to good cannot just be mandated, and the journey from good to great cannot just be assumed.

The RSA's ideas

In developing our future work programme, the RSA will aim to champion the development of creative educators, who have the capacities and opportunities to practice disciplined innovation. We will also contribute to a re-engineering of institutions and systems, which prioritise the development of learners' creative capacities, whilst narrowing the gap in attainment and broader outcomes. We have five immediate ideas for policy and practice that might support these longer-term aspirations.

1. Over time, empower a new Royal College of Teaching to introduce a teacher licensing scheme, managed through a peer-reviewed portfolio process, and involving the subject associations

Although there is much to commend in the careful introduction of a teacher licensing scheme, this is not mission critical to the improvement of teaching quality in England. For this reason, there is a clear rationale to wait for the establishment of a Royal College of Teaching which can create a licensing scheme for and with the profession, and work with government to determine the appropriate levels (if any) of statutory regulation required to give such a licensing process teeth.

When a College is ready to undertake this task, it should consider scaling up the existing Policy for Educator Evidence in Portfolios (PEEP) programme trialed by the existing College of Teachers in partnership with six other EU countries.[2] PEEP has developed a policy and prototype for the use of professional records to support teacher development. These go beyond a collection of milestones and create a reflective self-analysis showing how professional knowledge is impacting on practice. Supported through peer and mentor networking the final accounts are validated through a chartered professional body, often involving subject associations. As well as giving licensing powers to the profession, such an approach also turns the process into a mutual professional learning opportunity, a vehicle for effective knowledge mobilisation that goes beyond the sometimes tepid, and occasionally tyrannous, 'sharing of practice'.

2. Build 'capacity for disciplined innovation' into the teacher and headteacher standards

The teacher standards (and, to a lesser extent, the headteacher standards), are powerful levers to change the behaviour of schools, teachers and training providers. The recent reduction of the teacher standards to a more narrow set of core competencies has broadly been welcomed (Department for Education, 2011). However, in addition to the recommendation made in the BERA/RSA Inquiry (2014, p. 29) that "The Department for Education needs to revise the existing teachers' standards so as to make research literacy an explicit criterion for gaining qualified teacher status and progressing to middle or senior leadership roles in schools and

2. www.collegeofteachers.ac.uk/content/peep-project

colleges", the next review of teacher standards should consider how the 'capacity for disciplined innovation' can be included. The current review of the headteacher standards could also consider a similar inclusion around 'leadership of disciplined innovation'.

3. Trial Design Thinking in Initial Teacher Education and Early Professional Development

Although some resources are available for teachers, and individual schools have been influenced by design thinking, there has been no systematic attempt to train teachers in design thinking, and understand the impact on pedagogies, practices and outcomes for learners. The diversification of routes into teaching in England, both through Schools Direct and other models, and Ofsted's commitment to assessing outcomes rather than methods in Initial Teacher Education (ITE), should offer providers greater freedom to experiment with different training models (although the reality may be far more constrained than this ideal). However, it may be feasible for one or more teaching school alliance to carry out rigorously constructed and evaluated ITE trials that focus on developing student teachers' 'design thinking', within their subject domains, or broader domains of responsibility and expertise (for instance, Special Educational Needs).[3] There may also be a rationale for introducing this as a form of early professional development to support the improvement and retention of teachers in their third to fifth year of teaching.

4. Recruit more teachers with design-related degrees, and not only to teach Design and Technology

A simple way for schools to support teachers as designers would be to attract more designers as teachers, so that design thinking expertise is infused in other departments. Although Design and Technology is itself suffering from teacher recruitment difficulties, there may still be a case for targeting talented design graduates into teaching other subjects at secondary level. Although student teachers' degrees should generally be relevant to the subject they want to train to teach, a design graduate with, for instance a Maths A Level, should, with appropriate support (for instance through the Subject Knowledge Enhancement programmes) be able and encouraged to teach Maths, at the very least up to Key Stage 4, and should be eligible for similar bursaries and scholarships currently available in shortage subjects. This idea would need careful testing and rigorous monitoring, in particular assessing whether teachers have sufficient levels of subject knowledge. Again, this approach could be trialed through a Teaching School Alliance, and may need to include options for graduates to train and teach part time, so that they continue to work as designers.

5. Develop a new 'creative professional development' offer for talented teachers who commit to teaching in a school in a challenging area, which includes a 'term out' sabbatical

Every education system around the world faces the challenge to encourage their most talented, creative teachers to work and stay working in

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3. The RSA Family of Academies has just received designation as a Teaching School Alliance, and may explore these options through its ITE or CPD offer.

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low-income communities, so that our poorest children can benefit from our richest teaching (Lupton, 2014). Teacher 'moveage' can have as much impact on education attainment gaps as teacher 'wasteage' (Smithers and Robinson, 2005). US studies (Glazerman et al., 2013) have shown how financial 'talent transfer incentives' can have a sustained impact on recruitment, retention and test scores, but that development and training incentives may have similar or greater impact. Teach First has made some inroads, and the government is also funding specific leadership opportunities targeted at struggling schools in challenging areas, through the Future Leaders, Teaching Leaders and the Talented Leaders programmes. However, there is a strong case for a bespoke 'creative professional development' offer for teachers who prefer to remain in the classroom, and who can commit to working, or stay working, in specific schools. Such an offer could include the trial of a 'term out' sabbatical, possibly at the point of transition to another school, where teachers are given the chance to 'look outwards' through working on education-related projects in other sectors, including businesses, the cultural sector and other organisations focusing on children and young people, ideally in the communities they will be teaching in.[4] The RSA will be exploring options to lead a trial of the 'term out' idea, in partnership with employers, schools and government. This will need to learn the lessons from a similar Department for Education and Skills (DfES) pilot scheme (Goodall et al., 2005), here a hands off approach from funders led to poor commitment at school level, and minimal impact on teachers.

Systemic change, as always, requires far more than policy change. We need systems and cultures that create incentives for supported risk-taking by teachers. We need collaborative professional development that improves design thinking skills, motivation and expertise. We need to give teachers the capacity to have a sophisticated relationship with research and evidence, so that they are not just doing what works, but asking 'what might work', and adapting ideas to best fit to their own context (BERA/RSA, 2014). We need to do this without it feeling like yet another expectation teachers need to deal with. An Inquiry-oriented profession above all needs Inquiry-oriented leadership, from headteachers and politicians. The creativity of an education system can never surpass the creativity of its teachers.

4. See an RSA blog on this idea at www.rsablogs.org.uk/2014/education/teaching-sabbaticals-antidote-struggling-school/

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Essays

1. Developing creativity and innovation in teaching

Tracey Burns and Kristen Weatherby

The skills that students need to contribute effectively to society are in constant change. Yet in many countries schools look the same today as they did a generation ago, and teachers themselves are often not developing the practices and skills necessary to meet the diverse needs of today's learners – much less equip them to solve the problems of tomorrow.

Because teachers provide the most important within-school influence on student learning, we look to creativity in teaching to promote innovative learning. In so doing, we must ask ourselves: Are we rewarding our teachers for being innovative in their classroom practices? OECD data suggest that this is not uniformly the case: on average across the participating countries in TALIS 2008 (the last year this data was available), only 26 percent of teachers agreed that they would be rewarded for more innovative teaching (see Figure 1). In some countries the situation appears even more dire: in Australia, Denmark, Ireland and Belgium (Flanders), less than 10 percent of teachers agreed that this would be the case (OECD, 2009).

While these data could usefully be updated, they are still sobering. On average across participating countries, 74 percent of teachers in TALIS 2008 *did not agree* that they would be rewarded for more innovative teaching. Note that the survey specifically probed for both monetary and non-monetary rewards (such as personal recognition or opportunities for further professional development), so the constraint is not necessarily financial. Despite the calls for more creative and innovative teachers, rewarding these practices does not appear to be a priority in current systems of teacher appraisal. This disconnect between the policy discourse and the reported perceptions of teachers suggests that we need to do better to align our expectations for what constitutes excellent teaching and what is rewarded by the system.

In the discussion of continued licensing of teachers, these kinds of structural and systemic challenges cannot be forgotten. Several jurisdictions, including New Zealand and the US States Massachusetts and Michigan, require teachers to renew their licences every five years based on assessments by principals and professional development requirements. Proposals have been put forward to do the same in Alberta, Canada.

If England were to follow this route, a thorough review of the systemic alignment and strengths and weaknesses of rewards and incentives would need to be conducted.

Figure 1: Incentivising innovative teaching practice
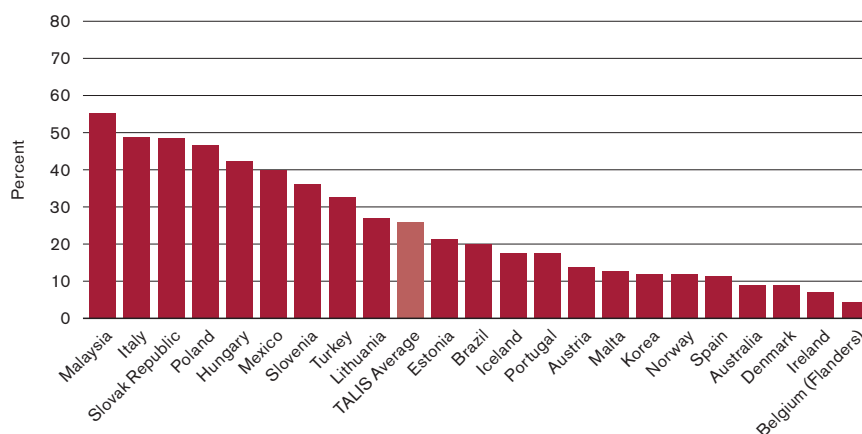
Percentage of lower secondary teachers who agree or strongly agree with the statement: "In this school, if I am more innovative in my teaching I will receive increased monetary or non-monetary rewards"

Source: OECD, TALIS 2008 Database, Table 5.9

What does TALIS 2013 say about England's teachers?

England joined TALIS for the first time in 2013. While regular surveys of teachers in England (such as the School Workforce Census) as well as one-time data collections (such as the *Variations in Teachers' Work, Lives and the Effects on Pupils*) have been conducted in the past, TALIS offers the first internationally comparative indicators on teachers and their working conditions. In general, TALIS data finds that England has a teaching workforce that is younger (by an average of four years) and less experienced (also by an average of four years) than that in other TALIS-participating countries.

Having younger and less experienced teachers could be either beneficial or detrimental to innovation. England's own TALIS data indicates that its younger teachers are more likely to use ICT in their teaching than their older colleagues. However, TALIS data from all countries shows that less experienced teachers also report lower levels of self-efficacy, and these lower confidence levels might contribute to being less likely to try new or innovative practices with which they are less comfortable. In addition, further analysis of the TALIS 2009 data did not show a relationship between innovation and time spent as a teacher (OECD, 2012).

Lower secondary schools in England also enjoy a comparatively high level of autonomy and also have an unusually high number of support staff to aid their teachers. On average there is one teaching assistant to every 4.1 teachers in England's lower-secondary schools, which is one of the lowest ratios in TALIS countries. However, even with a relatively high level of support, England's lower-secondary teachers also have one of the

longest work weeks in TALIS countries. On average, they report working 46 hours per week (as compared to 37 hours, on average, across TALIS countries), or roughly two hours more per day.

In other countries where teachers experience longer work weeks (such as the US), they also have higher classroom teaching requirements, leaving less time for other tasks. However, England's teachers report spending just under 20 hours per week on face-to-face teaching. How are teachers in England spending their extra 26 working hours? There is no single activity that accounts for the high workload; rather, England's teachers seem to spend more time than the average on a number of tasks, such as preparing for lessons (7.8 hours per week), marking work (6.1 hours) and administrative tasks (4.0 hours). This high workload could leave teachers little time to learn about, adapt and implement new or innovative teaching practices in their classrooms.

Teachers need support at a school level to be creative and feel comfortable enough to take the risks associated with innovation, but they also need professional development to be able to effectively use new tools and practices in their classrooms. England's teachers do have access to professional development at high rates when compared to other TALIS countries: 92 percent of teachers on average report undertaking professional development in the last 12 months, and for 93 percent of these teachers, the Continuing Professional Development (CPD) was free of charge.

Yet this professional development does not seem to be meeting the needs of England's teachers. Due to the aforementioned high workload for England's teachers, it is perhaps not surprising that 60 percent of teachers in England report that their work schedules present the largest barrier to their participation in professional development. Furthermore, fewer teachers in England feel that the training they received was effective as compared to their colleagues in other countries. In nearly every subject category, lower percentages of teachers in England report that the professional development they received led to a moderate or large impact on their teaching. Only one in five teachers in England felt that their training on using new technologies in the workplace had such an impact on their teaching, and only one in four felt similarly about their training on developing ICT skills for teaching.

In addition to quality, relevant professional development, teacher appraisal and feedback can significantly improve teachers' understanding of their teaching methods, teaching practices and student learning (OECD, 2005). On average 99 percent of lower secondary teachers in England report receiving feedback from one or more sources in their current school, as compared to 88 percent on average across TALIS countries. Nearly all of this feedback comes after an observation of classroom teaching, and 70 percent comes after an analysis of student test scores. However, teachers in England are less positive about the effect of this feedback on their teaching. Only around half say that the feedback had a moderate or large positive effect on their confidence, teaching practices or job satisfaction as compared with 62 percent on average across all TALIS countries and economies. Consistent with the TALIS average around half think that the appraisal and feedback in their school is conducted merely for administrative purposes.

These data demonstrate that there are a number of ways that England could improve the appraisal and feedback that teachers are currently receiving to be more meaningful and effective and better aligned with opportunities for professional development. They also offer suggestions for areas that need emphasis (or perhaps are over-emphasised) if a new system of teacher licensing were to be developed.

What does it mean to be a creative and innovative teacher?

Any systematic plan to encourage creativity in teachers must address a series of difficult questions. What does it mean to be a creative teacher? Are there specific behaviours or attitudes that reliably signal creativity? Would creative and innovative teaching look the same across teachers, or would it be something unique to each individual? And how might you measure it, especially if the behaviours and teaching practices are not the same?

From a policy perspective, encouraging creative and innovative teaching is easier said than done. In these times of rising accountability, it would be important to demonstrate that such creativity was worth the time and energy expended either in terms of increased student achievement, student enjoyment, teacher satisfaction and retention, or all of the above. But it is not clear how this could reliably be measured. Short term measurements (of changes in teacher behaviour, for example, or increases in student achievement) might do little to make a lasting impact on student lives, and surely this is what it is all about? These are all areas for consideration in any teacher re-licensing programme as well.

Lastly, encouraging creativity and innovation comes with a set of known risks. After all, trying something new involves the possibility that it might not work, or not work as intended. This cannot be avoided, and in fact it would be unwise to minimise this possibility, both in the public discussion surrounding policy choices and in reaction to failed initiatives (Burns and Blanchenay, forthcoming). If teachers are to be encouraged to take risks, try new things, and be creative, there must be a way for them to make mistakes without being overly penalised. Current accountability systems would need to be adapted to allow for this.

How could this be done? There is no easy answer – these kinds of questions make up some of the more challenging policy issues with which most OECD countries are currently struggling. It is clear that having an engaged and qualified teaching force is a good start, and keeping teachers' skills and competencies up to date is also paramount. For example, teacher collaboration helps support teacher reflection and is an essential feature of professional practice and, by extension, professional innovation (OECD, 2012). There are two elements to teacher practice that are related to engaged professionalism: the use of active teaching practices and participation in professional learning communities.

Active teaching practices (eg, working in small groups, using instructional technologies (ICTs), and working on longer term projects) are teaching practices that require high levels of engagement by students and often require collaborative and interactive problem solving. These practices can be contrasted to passive teaching practices (eg, lecturing) which require little student involvement. Teachers' use of active strategies is associated with increased student drive and perseverance in the Programme for International Student Assessment (PISA) 2012 (OECD, 2013).

On average in TALIS 2012, work in small groups was the most common active teaching practice reported by teachers, with 50 percent of teachers reporting that they used this practice "frequently" or "in all or nearly all lessons" (see Figure 2). Responses on this measure ranged from a high of nearly 80 percent of teachers in Denmark to 32 percent of teachers in Israel, Italy and Korea. Almost 60 percent of England's teachers reported using this practice frequently.

Using ICT was the second most commonly reported active teaching practice on average across the TALIS countries, with just under 40 percent of teachers reporting that they used this practice "frequently" or "in all or nearly all lessons". The least frequent active teaching practice of the three highlighted here was working on projects longer than one week. Almost 40 percent of teachers in England reported the use of this practice frequently or nearly all the time, higher than the average of 28 percent across all participating countries.

Figure 2: Teaching practice by country
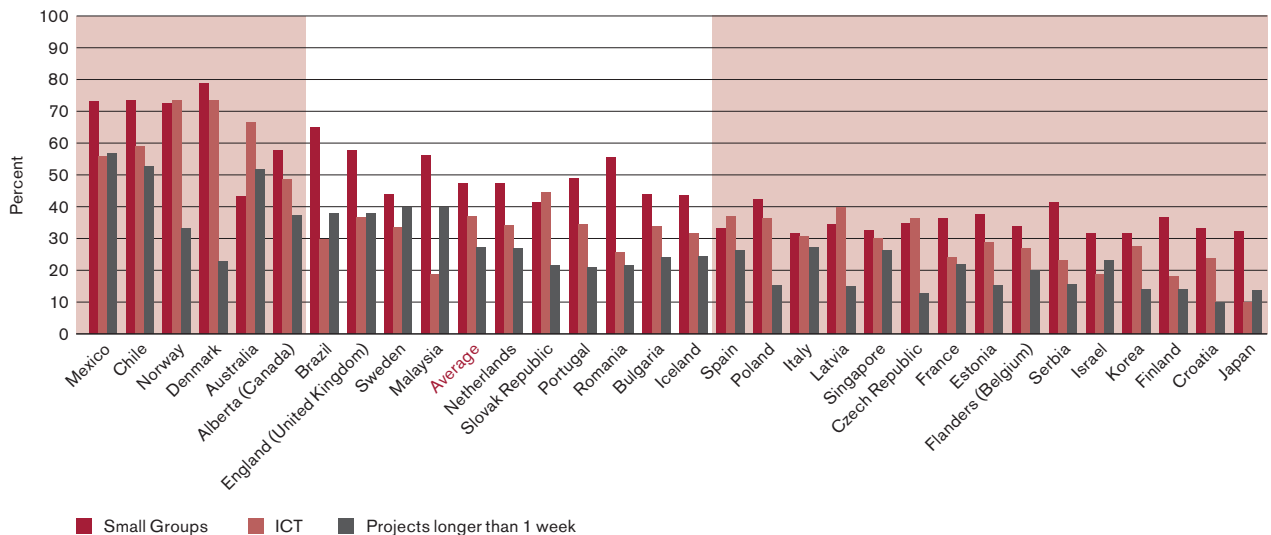
Percentage of lower secondary teachers who report using the following teaching practices "frequently" or "in all or nearly all lessons"

Note: The statistical data for Israel are supplied by and under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

Source: OECD, TALIS 2013 Database, Table 6.1.

So what can be done to encourage more use of active practices by teachers? Some kinds of professional development play a role: for example, teacher participation in individual or collaborative research had a strong relationship to the use of ICT and projects requiring more than one week to complete in TALIS. Similarly, participation in a network of teachers had the strongest relationship between the use of ICT and small group projects. These two factors could be important instruments to encourage and sustain the use of active teaching practices and, by

extension, more creative and innovative teaching. Coursework and assessment of teachers in these areas could also be part of a teacher licensing or certification programme.

Encouraging creative and innovative teaching will require rethinking the incentive structures to promote this behaviour. Better aligning feedback and assessment mechanisms with professional development opportunities for teachers can allow for more engaged and active teaching, which is important for both the teacher and the learner. If we believe that innovation and creativity are important in teaching, we need to create systemic support for them.

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2. Teacher expertise: Why it matters, and how to get more of it

Dylan Wiliam

The need to improve education

Higher educational achievement has a large number of benefits for education and society. With higher educational achievement, individuals earn more money (Crawford and Cribb, 2013), are healthier (OECD, 2010 Table A9.4, p. 164), are less likely to be disabled towards the end of their lives (Jagger et al., 2007) and live longer (Lleras-Muney, 2005). For society, the benefits are, if anything, even greater. More education is associated with reduced criminal justice costs (Levin, Belfield, Muennig, and Rouse, 2007), reduced healthcare costs (Levin et al., 2007), and increased economic growth (Hanushek and Wößmann, 2010).

It is therefore hardly surprising that the last 40 years have seen substantial investment in attempts to improve educational outcomes for young people. Initial attempts focused on increasing inputs into education, such as expenditure on buildings, teacher qualifications, or the number of years students spend in school, not least because these are relatively easy outcomes to measure. However, it has become clear in recent years that educational inputs are only weakly related to student outcomes. Increased expenditure on education can result in improved outcomes (Jenkins, Levacic, and Vignoles, 2006), but more often, does not (Hanushek and Rivkin, 1997). The relationship between teacher qualifications and student progress is at best weak, and often non-existent (Harris and Sass, 2007). It is possible for students to spend extra time in school without learning very much (Pritchett, 2013).

However, over the last 20 years, the quality of data on the performance of educational systems has improved dramatically. International comparisons such as PISA and TIMMS allow countries to compare themselves with others. In England, the adoption of a national curriculum, with standardised forms of assessment at the ages of 7, 11, 16, 17 and 18 together with the availability of unique pupil identifiers provides more data, of better quality, about what students are learning in school than ever before.

One of the most surprising findings generated by analysis of the national pupil database in England is that, as long as you go to school, it doesn't matter very much which school you go to. While average Key Stage 2 test scores and GCSE grades vary markedly from school to school,

most of these differences disappear when differences in the prior attainment of students is taken into account. Whether the outcome measure is PISA scores, or GCSE grades, only around 7 percent of the variation in student achievement is attributable to the school (Wiliam, 2010).

This explains why most of the attempts to improve schools in England have met with limited success. The kind of school a student attends – faith school or county school, private school or state school, specialist school or academy – seems to have relatively little impact on how much progress a student makes. As with many other social science phenomena, the difference within each category is far greater than the difference between the categories.

In particular, recent work has shown that the quality of the individual teacher is one of the most significant variables influencing how much progress students make in school (Hanushek and Rivkin, 2006). Now of course, it is important to note that teacher quality is not the same as teaching quality. The actual quality of teaching will depend on a number of factors, such as the time teachers have to plan teaching, the size of classes, and the human and material resources supporting the teacher. However, it does seem that a substantial proportion of the variation in how much students learn in different classrooms is due to the individual qualities of the teacher. Teachers who are more effective in any given year are more effective in subsequent years (McCaffrey, Sass, and Lockwood, 2008), and remain more effective when they move to other schools, even when the schools differ greatly in their socio-economic status (Sanders, Wright, and Langevin, 2008; Xu, Özek, and Corritore, 2012).

This is why, over recent years, in many countries, there has been a shift from treating teachers as a commodity (ie regarding all teachers as equally good, so that what matters is getting enough teachers at a reasonable cost) to regarding teacher quality as a key element in educational policy.

Teacher quality can be increased in two ways: we can replace existing teachers with better ones; or we can improve the teachers we already have. In many countries, policy efforts have focused on the former. Schemes such as Teach for America and Teach First have sought to attract those with higher college achievement into the profession. Such policies are often supported by appeals to international comparisons such as PISA, where entry into teaching in many high performing countries is highly competitive. While one cannot make causal inferences from such correlations, more direct studies have found that teachers with first class degrees are more effective than others (Slater, Davies, and Burgess, 2008) and that when students are taught by teachers with stronger academic backgrounds, they remember what they are taught longer (Master, Loeb, and Wyckoff, 2014). However, the differences found in these studies are small, and dwarfed by the variations in overall quality. Moreover, since the average amount of time Teach First teachers spend actually teaching is about three years, combined with the fact that it is, by definition, an elite route into the profession, the direct impact of Teach First is likely to be small (although the impact in terms of the status of teaching as a profession may well be substantial).

An alternative strategy for improving teacher quality is to identify and remove the weakest teachers. Even if they are only replaced with average teachers (thus avoiding the need to find especially good teachers), over

time, the impact on teacher quality would be substantial. While removing teachers who have been identified as ineffective has become much more straightforward over the last 10 years, deciding whether a teacher is ineffective turns out to be rather difficult. As John Mason has noted, "Teaching takes place in time, but learning takes place over time" (Griffin, 1989). What may appear to be effective practice when observed may not lead to longer-term retention. The best currently available observation systems, such as Charlotte Danielson's (1996) Framework for Teaching, do predict student progress – if you are taught by a teacher rated as "distinguished" you will learn 30 percent more than if you are taught by a teacher rated as "unsatisfactory" (Sartain et al., 2011). But the best teachers are 400 percent more effective than the least effective (Hanushek and Rivkin, 2006), which suggests that the Danielson framework captures only around one-tenth of the variation in teacher quality. The idea that some teachers are 400 percent more productive than others may seem to be at variance with the fact that only 7 percent of the variation in student achievement is attributable to the school, but the distribution of teachers in the system is fairly random, so that all schools have a broad mix of more effective and less effective teachers.

More observations would, of course, probably improve the relationship between observations and student progress, but Hill, Charalambous, and Kraft (2012) estimated that using observations of practice to produce ratings of teacher quality with a reliability of 0.9 would require seeing a teacher teaching five different classes and having each lesson observed by six independent observers, which would probably be unmanageable across the system.

This is why some policies have focused on determining the progress made by students from year to year by estimating the value-added by the teacher. The problem with such approaches is that because of the complexity of assumptions involved, alternative, but equally reasonable, models yield different results. For example, Goldhaber, Goldschmidt, and Tseng (2013) found that 9 percent of the teachers placed in the top quintile of teacher quality with one model were placed in the bottom quintile with a different, but equally plausible model.

Moreover, value-added models do not capture all of what teachers contribute to student learning. The best teachers benefit their students for at least three years after they stop teaching them (Rothstein, 2010). In other words, the best teachers appear to develop capabilities in their students that are not captured in measures of achievement at the end of that year, but appear to be important for long-term success.

Finally, the political cost of removing ineffective teachers should not be underestimated. Teacher observations and value-added measures of teaching performance have large margins of error. If the burden of proof is set too low, then effective teachers are dismissed, but if it is set too high, then few teachers will be identified as ineffective. For example, in a study of reading teachers in Florida, Winters and Cowen (2013) found that if the criterion for removal of teachers was set as being in the lowest 5 percent of value-added for two consecutive years then only one teacher in every 500 would be identified for removal. Relaxing the burden of proof would lead to more teachers being removed, but at the expense of the removal of a number of effective teachers.

So what's to be done?

To sum up the argument so far, increased achievement is a necessity for young people to be able to function effectively, and find meaningful work, in today's increasingly complex society. Increased achievement requires increased teacher quality, which, in turn, requires improving the quality of those teachers already working in our schools.

In this context, it is worth noting that continuing to improve practice post qualification is not a requirement in all professions. In law and accounting, for example, there is an expectation that professionals will keep up with new developments, but there is no explicit requirement that they improve their performance. It is the moral imperative – that when teachers do their jobs better, their students are healthier, live longer, and contribute more to society – that should drive teachers to improve.

There are those who believe that teachers cannot improve, beyond the sharp improvements in the first few years of practice (Rivkin, Hanushek, and Kain, 2005). It is certainly the case that left to their own devices, teachers do not improve very much. For example, while Leigh (2010) found that teachers did continue to improve over the course of a 20 year career, the improvement of teachers over this time was only equivalent to about an extra two weeks' learning per year for students. In other words, the difference between a good teacher and an average teacher on their first day is many times larger than the improvement of a teacher over a 20 year career. This would appear to be in contrast to trends in other professions, where professional learning appears to be more rapid. For example, Norcini (2009) suggests that one year's training in cardiac surgery improves performance by 0.3 standard deviations, which suggests that an outstanding novice is on a par with an average surgeon with six years' experience.

However, these average trends mask important differences between teachers. Atteberry, Loeb, and Wyckoff (2013) found that lower performing novices improved much faster than other teachers – so much so that initial performance explained less than 5 percent of the variation in performance after five years in practice – and the best teachers (ie top quintile initially) did not improve at all.

One interpretation of these findings is that once teachers reach a particular level of performance, further improvement is difficult. However, given that other studies show that suitably-focused professional development support can have a significant impact on student achievement for all teachers – equivalent to an improvement of teacher quality of at least one standard deviation (Fennema et al., 1996; Wiliam, Lee, Harrison, and Black, 2004) – then it appears as if all teachers can make significant improvements in their practice. Such a finding is also consistent with the research on expertise, which suggests that at least 10 years of "deliberate practice" is required to attain high levels of performance in a domain (Ericsson, Charness, Feltovich, and Hoffman, 2006). The question is then how to provide such support.

Creating a framework for Continuing Professional Development

As noted earlier, many professions regard practitioners as fully qualified after a certain amount of professional preparation undertaken at the

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beginning of a career. Others require teachers to keep current with new developments, although improvements in practice are not required. Still others require professionals to undertake a certain amount of professional development in order to retain a licence to practice.

In some ways, licensing schemes that specify that teachers undertake a certain amount of professional development without specifying what form it should take are understandable. The diversity of contexts of application is so great that requiring professionals to undertake specific programmes of study in order to retain their professional accreditation would be highly bureaucratic, and would be likely to lead to charges that the professional development being imposed was not relevant to particular individuals. The problem, however, is that such schemes quickly become unfocused, with professionals being able to satisfy their professional development requirements by undertaking activities that have no impact on their professional competence. In other words, most licensing schemes quickly degenerate into a system where professionals have to prove that they have endured a certain number of hours of approved professional development. The crucial question is then no longer, "Will this make me a better practitioner?" but "How many PD hours will it give me?"

Also, if the range of performance of those with the same amount of experience ranges greatly (as it clearly does for teaching) then the amount of time someone has been doing a job is not a useful guide to the training needed and some form of assessment of current skill would be needed, adding further to the bureaucracy. In many medical specialisms, rigorous assessments are in fact undertaken, with some individuals progressing much faster than others to higher levels of recognition, but the lack of consensus about what does, in fact, constitute higher levels of skill in teaching suggests that such schemes would be difficult to implement fairly in education.

Additionally, the higher levels of recognition used in some professions are almost invariably limited in number. There are a certain number of posts as consultant cardiac surgeons, or advanced skills teachers, available, which makes the system inherently competitive. There is, almost always, a criterion-referenced component to the promotion, but when the number of posts is limited, to be successful, a candidate needs also to be better than the other candidates. In other words, competition between individuals would appear to be an inevitable aspect of such systems, if only to create a cap on salary costs.

The difficulty of specifying relevant professional development for teachers, the diversity of skill levels of those with the same duration of experience, the difficulty of measuring such skills validly, and the competitive nature of rewards, whether in terms of compensation or recognition, suggests that the best way forward, for teaching at least, is to create a structure in which all teachers are expected to improve their practice as long as they remain teaching.

Making teaching a learning profession

There are many structures that could support teacher improvement, but in the remainder of this essay, I outline a model that I believe would be effective, and politically acceptable to all stakeholders in

education. The key change is that teachers' contracts should include an explicit expectation that they improve their practice every year, that the improvement should be focused on aspects of practice that are likely to improve outcomes for their students, that teachers should be responsible for deciding themselves which aspects of practice would be most appropriate to develop, and for providing the evidence of improvement. Each of these is discussed briefly below.

Each teacher should improve

There are both moral and pragmatic rationales for requiring all teachers, rather than just those that need help, to improve. At the heart of the moral imperative is the demonstrable empirical fact that when teachers do their job better, their students are healthier, live longer, and contribute more to society. With such a moral imperative, even the best teachers have a moral duty to improve. The pragmatic case is perhaps just as important, and related to the changing nature of the world of work. While preparation for the world of work is just one of the aims of education, it is perhaps the one where the demands are changing most rapidly. Education should of course pass on the great things that have been thought and said (Arnold, 1869/1932, p. 6), though what is considered great work does not, by definition, change that rapidly. Education also has a role in preparing young people to take greater control of their lives, and to prepare them for active citizenship, but while society is changing, the impacts for educational systems are less than the changing demands of work. Put simply, if we focus only on the teachers who need help the improvement in teacher quality will be too small to win "the race between education and technology" (Tinbergen, 1975).

The focus should be on things that benefit students

It may seem obvious that teachers should receive professional development that is focused on aspects of practice that benefit their students, but much, perhaps most, of the professional development that teachers have been subjected to since the 1988 Education Reform Act appropriated five days of teachers' vacation for inservice training and has been focused on fads with little research evidence in their support. Educational research is unlikely ever to be able to tell teachers what to do, but it can indicate which directions are likely to be the most productive for the development of practice.

Each teacher should be responsible for deciding what to work on

Perhaps the strangest feature of the professional development landscape in the UK over the past 30 years is the apparently widespread belief that all teachers in a school should receive, and would benefit from, the same professional development. The idea that the same intervention will improve mathematics teaching and physical education is rather odd. Moreover, teachers are different, so that what would help one art teacher become a better teacher may not help another art teacher with a different teaching style. Novice teachers will, of course, need clear direction from their supervisors about which aspects of their practice should be priorities for development, but once teachers are established in their classrooms,

it seems reasonable to assume that each teacher has a better idea of what will improve the learning of their students, in their classroom, in the context of what they are teaching them, than anyone else. Also, even if this assumption is occasionally not correct, it is a far better starting point for a conversation with professionals than the idea that they are doing things wrong, and that they need to be fixed. Moreover, such an assumption seems to me to be far more likely to encourage teachers to take some risks in developing their practice. Each teacher would need to produce research evidence that makes at least a *prima facie* case that what they are working on is likely to benefit their students. Teachers would therefore need to engage with research, but in a very grounded way, and one that is directly related to their practice.

Each teacher is responsible for providing evidence of improvement

As well as deciding what to improve, each teacher would be responsible for deciding what evidence they needed to collect to demonstrate that their practice had improved. The evidence could take the form of student achievement data, videos of classroom practice or even questionnaire responses from students. The important point is that the teacher would be free to collect the form of data they felt most strongly supported their claim to have improved their practice.

As well as getting teachers into the habit of routinely evaluating their practice, it would prevent charges that the evidence being collected was inappropriate. After all it would be the teacher's own evidence, related to their own claims about which aspects of practice they had improved. Teachers would meet at least annually with a supervisor to discuss the evidence, and the supervisor would have to determine whether there was evidence of improved practice. Obviously there would need to be appeal mechanisms to ensure fairness, but such procedures need not be unduly burdensome because the task would be simply to determine whether the available evidence supported the claim of improvement by the teacher. These annual meetings would also provide time for the teacher to plan with the supervisor the next steps for continued professional learning, including identifying what support might be needed, especially where the proposed improvements involve a degree of risk.

These basic principles form, in my view, the minimal core of a professional development structure for teachers. There are other features that could be added, but they would weaken the case that the structure should apply to *all* teachers. For example, in my own work with teachers, I have emphasised the importance of collaboration with other teachers (Wiliam, 2012). However, currently, the available evidence does not support the idea that collaboration with other teachers will *always* be the best way for *every* teacher to improve her or his practice. Given the diversity of contexts in which teacher professional development will take place, we should be wary of adding features that will typically, but not always, improve outcomes for teachers and the learners they serve.

Conclusion

The main argument of this essay is that improving the quality of serving teachers is essential, both for the individual and society, and that it is

best achieved simply by requiring each teacher to improve their practice year-on-year, in ways that are likely to benefit students. Such an approach side-steps many issues such as what should teachers improve, and how to measure improvement, because these are matters for the individual teacher. In terms of political economy, the interests of key stakeholders are addressed. The idea of all teachers improving is at the heart of teacher unions' discourse of professionalism, but there is a hard edge to this – the need to provide evidence of improvement – so that pay rises are earned rather than received simply for ageing. Perhaps most importantly, when all teachers in a school are committed to improving their practice, collegiality is more likely than competition, which creates a virtuous circle of continuing, substantial improvement.

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3. Licensed to create professionalism

David Weston

> Profession (n): "An occupation in which a professed knowledge of some subject, field, or science is applied; a vocation or career, especially one that involves prolonged training and a formal qualification."
> **(Oxford English Dictionary)**

The need to take action

To be a teaching professional is to commit to the dual role of helping children and young people succeed and furthering the profession itself by helping colleagues to learn, develop and thrive.

If the requisite, trusted body of knowledge for this purpose is deemed to sit within the profession, then it follows that only the profession itself can be responsible for effectively licensing and developing practitioners. Ultimately, the government would then hold the profession to account for setting and maintaining standards in such a way that the nation's pupils are succeeding. If, as is currently the case, government feels the need to step in to the role of setting and maintaining teaching standards then it follows that one or more of the following must be true:

- The profession is not trusted, not able, and/or does not have the capacity to lead itself.
- There is no agreed, trusted and respected body of knowledge.
- The government does not wish to give up control of these standards.

Clearly, the current discussions around creating a Royal College of Teaching, and policy suggestions around teacher licensing, stem directly from these issues. While surveys repeatedly suggest that the public have a high level of confidence in teachers, I would argue that were the electorate's trust in teachers' professionalism to match that of medics, no government would have considered wading into the minefields of licensing and standard-setting.

Until we can unite behind definitions of the necessary knowledge and practice that will help pupils succeed, and defend these to the public, it will always be tempting for policymakers to define expected practice for us. Until we have created mechanisms, capacity and willingness to lead ourselves, government will be tempted to step in and create systems

that work for its own purposes, and not necessarily for ours. Unless the combination of this knowledge and these processes inspire sufficient public trust, it will always be possible for the government of the day to undermine our professionalism.

The challenge, therefore, is one we face ourselves. We can't expect anyone else to step in and do this for us, and we must resist if they do.

What are the ingredients of professionalism?

The notion of a collegiate profession is an important one. Research has consistently shown that certain types of collaboration, while teachers develop their professional practice, strongly promote and improve pupil outcomes (Cordingley et al., 2005).

Yet for a collaborative approach among professionals to be effective, there need to be high levels of clarity and alignment between professionals regarding exactly which pupil outcomes are valued and shared. If all professionals are not able to take joint responsibility for clearly understood goals, young people will be subjected to a confusion of good intentions pulling them in different directions. To develop this consensus – the first key aspect of collegiate professionalism – will take enormous debate both within the profession and more widely in the society which we serve. However, the potential synergy of this consensus is huge – a united profession whose efforts are reinforcing.

Once these goals and valued outcomes are established, the temptation may be simply to identify practices which achieve them. Yet as the work of Black and Wiliam (2001) has demonstrated, unless we maintain a continuous and clear understanding of where pupils are now, we stand little hope of ever effectively getting them to their destination. We have known for well over a decade that assessment as a professional tool requires significant development. It requires not only better understanding and application of assessment; it also requires us to gain an understanding of each student's character, confidence and motivations, and which knowledge and skills are habitual and fluent.

It is this second aspect of professionalism – the teaching professional as a diagnostician – that is the most neglected. Despite a clear understanding that effective teaching can only be designed once we identify and understand starting points, we continually prioritise discussion of teaching techniques and practices, of resources and technology, and of toolkits, meta-analyses and summaries of effective interventions.

Once we *have* clarified both our destination and our starting point, it is reasonably simple to conclude that the third element of professionalism is the design and implementation of this journey. It seems extraordinary that the only real consensus about how to teach appears to be a lack of consensus. Any attempt to claim that one teaching method is better than another is met with derision, despite weighty tomes (such as Hattie's *Visible Learning*, the Education Endowment Foundation Teaching and Learning Toolkit, and Muijs and Reynolds *Effective Teaching*) clearly demonstrating that this is not the case. However, this evidence also shows us that it is a combination of content, methods, context and many other factors that determine the ideal approach. Indeed, the relationship between teacher and student seems to me to be particularly

neglected, despite an understanding that effective learning requires both vulnerability and trust on behalf of the learner.

To resolve these tensions we must both embrace their complexity while striving for clarity. It is not enough to shrug and say "everyone do your own thing, teach your own way", nor is it acceptable to say "everyone must use one method in all circumstances". Other professions are codifying, clarifying, testing and refining their ideas of best practice with online databases. It is clearly time that we invested significant resources into following suit rather than waiting for someone else to give us oversimplified instructions.

The fourth and final key element of professionalism is that of improving ourselves and each other. Robinson (2009) showed that school leaders who prioritise this element are more likely to achieve the greatest levels of success for their students. It follows that we must prioritise powerful forms of professional development in order to help children succeed and our fellow professionals thrive.

These models of professional development are well established, and are built upon the same valued outcomes, formative assessment and pedagogical evidence-base that underpin the profession itself. It is clear that development can be undertaken in order to:

- Increase teacher knowledge (eg awareness of practices, theoretical understanding).
- Improve teacher practice (eg perceived quality of delivery in the classroom).
- Improve impact on pupil outcomes (eg test grades, employment prospects, wellbeing).

It is entirely possible to improve both the first and the second elements without ever impacting the third. As a vocational profession whose very purpose is to serve society, this must never be seen as sufficient. However, where there is a focus on improving valued pupil outcomes, teacher knowledge and practice improvements are more likely to follow (Timperley, 2008).

Constructing a licensed career pathway

One of the most fundamental aspects of creating a threshold is to be clear on the formal entry requirements. What is the minimum we expect in teacher knowledge, quality of practice and impact on learners? As Dylan Wiliam argues elsewhere in this publication, we cannot rely on assessing only what teachers *know*; we must also concentrate on what teachers *do*. At the same time, we must remember that research shows that impact on pupils is more likely to occur when theoretical understanding is deeply integrated with the learning of new practice, with a relentless focus on the desired impact on valued student outcomes.

Therefore, unless a licensing approach considers the following four questions, it is doomed to fail.

1. What does a teacher know, in terms of subject knowledge, subject pedagogy, general pedagogy, and in terms of their understanding of how students behave and learn?

2. How well does a teacher practice, in terms of the quality of planning and preparation, the classroom environment (culture, behaviour, organisation), the quality of instruction (communication, questioning, assessment, engaging), and the wider aspects of marking, record-keeping, communication with peers, families, etc?

3. Is the teacher having the expected impact on pupils (in terms of attainment, progress, engagement, behaviour, progression to higher levels/further study, character development, wellbeing)?

4. Is the teacher developing themselves and contributing to the profession (in terms of professional learning and development, self-audit and re-licensing, training and assessing others, drawing upon and contributing to the professional knowledge base)?

Clearly, different methods of assessment are appropriate for each strand, but surely would include:

- Examinations.
- Portfolios of personal professional learning evidence (such as academic study, research, accreditation) and contributions to the profession.
- Records of observations or practice from peers, including video, perhaps based on the Danielson Framework (2013).
- Attainment and other outcome and impact data from pupils.

There would need to be mechanisms to assess and, at intervals, re-assess these standards to ensure that teachers maintain a level congruent with ever-increasing expectations and aligned to a constantly developing evidence base.

Yet simply setting a minimum bar is not aspirational, nor recognises the expertise developed in specific areas. We need to introduce new models of career progression where administrative and leadership roles are only one of three main strands, the other two being a succession of increasingly senior general teaching practitioner levels (eg Associate Primary Practitioner) and a similar succession for specialist teachers (eg mathematics, literacy, special education needs (SEN), assessment, teacher education etc). These levels of skill could be linked to membership of the new proposed Royal College of Teaching, perhaps something like this model which draws heavily on the Singaporean system:

Royal College of Teaching Membership	General Practitioner Strand	Leadership Strand	Specialist Strand
Associate	Certified Classroom Teacher (eg QTS plus further evidence of impact and growth)		
Licentiate	Senior Teacher (eg Chartered)	Middle Leader	Senior Specialist (eg Chartered)
Member	Master Teacher	Senior Leader	Master Specialist
Fellow	National Leading Teacher	National Leader of Education	National Leader of Specialism

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Practical steps to achieving this

The English education system is not starting from scratch in this process. The first step required is to map current (and recent) accreditations and specialisms that exist across phases and subjects and to identify common strands. While this process is likely to be chaotic at first, with so many competing definitions, it can form the basis of the new model if carefully calibrated against quality and respect for each existing qualification.

The second activity is to identify groups of practitioners along with representation from academia and professional associations to undertake standards development within each strand and sub-strand. This will be a long, drawn-out process and some areas (such as History specialist practitioners) may be significantly more controversial and difficult than others (such as Leadership specialists) which are more established. While initial efforts do need to cross phases and subjects, there should be pilots of standards and assessments that gradually extend from individual schools to regions and finally national systems, slowly drawing in and aligning with existing respected qualifications.

In parallel, respected leaders and representatives must be identified from across all areas of the system to begin the debate around valued goals and outcomes. This needs to sit alongside a programme of research synthesis that identifies and clarifies what is known and not yet clear in each area, from general pedagogy to each individual subject. This must, of course, be supported by increased funding, to deepen and strengthen this evidence base through the joint efforts of academia and practitioners.

Given the fundamental importance of teacher development, the development of specialist career pathways for teacher educators must be prioritised. When standards for initial teacher training are clarified and standards for their mentors and lecturers more clearly defined, the concept of professionalism as a whole will be strengthened while allowing a more ambitious initial bar into the profession.

In the current English education system, school leaders are the gate-keepers to each school, regardless of whether they are maintained schools or academies. Therefore, the buy-in of school leaders across the country must also be carefully considered, alongside sustained efforts to engage the rest of the profession in contributing to the development of new standards.

The entire development process will take perhaps three to five years before the final shape of a new Royal College will emerge, with standards for licensing developing from within it. This is not something that should be rushed, but each debate and development cherished.

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4. Teacher licensing and collaboration: a model for developing the confidence of the profession as a whole

Philippa Cordingley

This essay builds the case for developing a model and process for teacher licensing that addresses a tension that runs through the profession. Effective teacher practices in exceptional schools recognise the interdependence in how teachers and leaders work at every level (Bell and Cordingley, 2013). But in most schools routine teacher activity and accountability systems are organised around how teachers work as individuals. Furthermore, a teacher's first opportunity to work closely with others in a team context is frequently within a management role, when accountability issues create a strong undertow. A creatively designed and oriented licensing system that encompasses collaboration, and collaborative professional development and learning in particular, could act as a counter pull, recognising the different aspects of collaborative learning that research suggests are central to the individual and collective professional identity and practice of teachers.

Starting points

In the late 1990s and early 21st century Continuing Professional Development (CPD) was not an English policy priority. Investment and reform focused on school improvement, and direct interventions such as the tightly specified National Curriculum and National Strategies (Bangs, Galton and MacBeath, 2010). In 2014 the spotlight has moved on. Mckinsey's (2010) analysis which asserts that the "quality of an education system cannot exceed the quality of its workforce", is one of the most widely quoted springboards for policy reform by both policy makers and teacher organisations. It is a short step from this realisation to the recognition that teacher education deserves similar policy focus. This is implicit in the huge increases in international participation in the recent round of the OECD TALIS survey of teachers' experiences of working and learning in schools and made explicit in the fact that CPD features

so centrally in its findings (OECD, 2014). This suggests it is a practitioner priority too.

The strength of the TALIS evidence about the importance of CPD is a significant context for licensing (OECD, 2014). It suggests there may be an appetite amongst teachers for licensing as a way of recognising teachers' continuing professional growth and readiness to contribute to the profession more broadly. Initial teacher education and properly evaluated entry to the profession matter. Qualified teacher status is an important watershed but neither the status nor the standards underpinning it are a sufficient expression of what it means to be a teacher over time. Just as cyclists who stop pedalling are unstable, teachers who stop learning cease to be able to balance their own contribution with the many demands placed upon them. If licensing is to be aspirational and attractive to serving teachers it needs to be future-oriented and developmental. So the focus of this essay is on what lies beyond licensing as an initial gateway; on continuing, rather than initial, teacher development and learning.

The contribution of research

In the years during which the policy spotlight has tracked towards CPD there have also been significant developments in related research. Successive systematic reviews about CPD that works for pupils as well as teachers (Cordingley, 2013; Cordingley et al., 2007; Bell et al., 2010; Timperley et al., 2007) reveal a surprisingly mature evidence base about what makes a difference. These reviews highlight a network of engaging, albeit challenging, CPD activities that need to be sustained if teachers and pupils are to achieve their full potential. As the reviews unfolded over time, it became evident that the education community across the world with one or two notable exceptions has focused too much on CPD "done to" teachers. In doing so, we overlooked the importance of work-based, continuing professional learning and development (CPLD) experiences. But it is these experiences that contextualise what is offered via CPD events and help teachers to adapt approaches for context.[5] This is a rather depressing echo of the lesson we learned some years ago about the dangers of focusing too much on teaching and too little on pupils' learning (Cordingley, 2008). The Ofsted (2006) logical chain thematic reviews of CPD reinforce concerns that practice does not yet reflect the evidence about what works; they reveal low expectations about CPD and the thinking and systems required to ensure it is effective. Too much CPD takes place in one size fits no-one, whole school sessions; too little takes the form of sustained professional learning made accountable to pupils, colleagues and the school through collaborative experiences disciplined by evidence from experiments with new practices.

What has collaboration got to do with licensing?

Running through all the evidence about CPLD is a thread of increasingly strong evidence about the importance of collaboration; evidence that helps us understand how and why structured collaboration works to enhance both teachers' and pupils' learning. The opening of a debate about

5. That is why the rest of this essay distinguishes between CPD provided to teachers and CPLD which encompasses both.

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the nature and operation of teacher licensing creates an opportunity to put this evidence to work to the benefit of teachers, their pupils and the profession as a whole. It creates an opportunity to think clearly and in an evidence-based way about the contribution of professional learning to teachers' effectiveness individually, and, more importantly, collectively.

The systematic reviews (Ofsted, 2006) show that structured collaboration matters for a number of reasons. Planning, trying out and reviewing new approaches systematically with other teachers:

- Expands teachers' view of possibilities, and helps them grasp the essentials of different approaches as partners become familiar with each other's ways of responding to new strategies and meeting the needs of the pupils they teach.
- Involves teachers taking risks together, thus speeding up the development of trust and increasing confidence and creating a meaningful purpose; all key factors in attempting to integrate new approaches with tried and tested routines.
- Prompts teachers naturally to identify and question dialled in, tacit assumptions, skills and activities as part of shared risk taking, making it easy to clarify and analyse current approaches without being defensive.
- Deepens commitment to persisting in the face of external obstacles and distractions and the temporary setbacks that inevitably accompany changing complex combinations of activities, not least because teachers working together don't want to let each other down.

When done well, structured collaboration means sharing evidence about both teachers' and pupils' learning, making it more visible and thus open to review. Indeed, reviews have shown (Cordingley et al., 2005) that it is only when professional learning conversations are rooted in both trying out new approaches (thus disturbing the status quo) and exploring evidence from those experiments that these conversations have benefits for pupils. It is developing and interrogating practice, not just describing it, that makes a difference.

Sadly, even though many teachers and schools recognise the importance of collaborative working, few, as yet, take the extra step of debriefing and analysing evidence about the process as well as the outcomes. Wrapping tools such as learning logs or coaching conversations around shared development of schemes of work, for example, prompts and sustains such analysis and can propel teachers beyond simply understanding that something works to develop a practical underpinning theory for why it does so.

This portrait of how and why structured collaborative learning works is, I believe, sufficiently fine grained to address issues that matter to the profession as revealed by TALIS and to give licensing a strong foundation in a mature and coherent evidence base. In effect it involves making the licensing process practice what is being generally preached via admonitions to teachers about becoming increasingly research-informed.

Research about how leaders relate to CPLD suggests another important building block for a professional learning oriented element within

a teacher licensing process. The extent to which teachers are offered and take, or even create opportunities for professional learning is self-evidently shaped by the effectiveness of the professional learning environment within their schools. Viviane Robinson's seminal review of the effects of different leadership contributions to pupil success (Robinson, 2010) highlights the importance of leaders promoting, modelling and investing in professional learning; an activity that is twice as effective (Effect Size 0.84) as the next nearest leadership contribution – planning, coordinating and evaluating teaching and the curriculum (Effect Size 0.42).

Two implications follow from this evidence about leaders' contributions to professional learning for the development of an attractive and generative licensing system:

- First, a licensing system for teachers would be greatly enhanced – morally and practically – by an explicitly connected licensing system for school leaders. It is what school leaders do as much as what they say about professional learning and CPD that shapes how teachers themselves develop.
- Second, School Leader licensing should explicitly include exploration of how well they encourage, facilitate and evaluate collaborative professional learning as part of their leadership practice.

Sadly, our current standards for school leaders make only passing mention of CPD and are silent about leaders either doing or modelling their own continuing learning.

Working with and learning from evidence

If we want licensing to be meaningful the evidence underpinning the process should be useful to teachers in meeting pupils' needs as well as for demonstrating their professional growth to the wider world. Working with evidence is central to professional learning and schools are taking this increasingly seriously. The Centre for the Use of Research & Evidence in Education's (CUREE) research into exceptional schools (Bell and Cordingley, 2013) and effective professional learning environments (Cordingley and Buckler, 2014) suggests considerable creativity in working with different kinds of evidence in leading-edge schools in England committed to improving teacher quality through high quality CPLD. Developments such as the large scale Close the Gap Test and Learn programme are also expanding the system's capacity to generate and work with evidence from pupils' and teachers' learning that is useful at the point of collection (National College for Teaching and Leadership, forthcoming). The development of evidence-based licensing benchmarks that elucidate and calibrate key professional learning experiences for teachers and for leaders and enable systematic read-across naturally occurring data, would help make visible an important and creative aspect of professional practice.

Better together

We need to recognise the practical and physical limit of what even our most amazing teachers can do on their own. Planning lessons and

schemes of work, adjusting them in the moment and using that experience to design even better ones is hugely time consuming. It is also a key determinant of quality. Doing it, and reviewing it, together reduces the work whilst expanding learning opportunities. Taking the evidence about collaboration as a cue, perhaps we should offer groups of teachers the opportunity to opt for a collective 'license' for, for example, a phase, department or subject. This creative descant would capture evidence about what makes a difference *and* reinforce the importance of teachers' collective contributions to each other's and their pupils' learning. Many teachers and leaders might welcome the opportunity to recognise formally that the teacher components of learner success depend not just on the contributions of one teacher, but also on pupils' learning experiences with other teachers. Developing metrics for recognising and evidencing collaborative professional learning should be seen as a creative process as well as an analytic one.

A radical twist?

For many years in Japan, primary school pupils worked in groups and were only given the score for the lowest achieving learner in the group, thus ensuring that children and parents all focused their attention on ensuring that everyone succeeded. The development of processes and metrics that are focused on ensuring that *all* teachers fulfil their full potential through structured collaboration would be a truly creative way of modelling high expectations and standards. It would certainly be very interesting to tackle and solve the challenge of encouraging teams of teachers to apply for such a recognition/licensing route. This may seem a step too far in a performance culture so geared to assessing pupils and appraising teachers as individuals. Encouraging schools and teachers to experiment with ways of taking collective responsibility would be an important route to cultural change. A licensing scheme could and should create an identity for the profession bigger than the sum of its parts.

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5. Leadership without limits

Alison Peacock

Hidden excellence

What is the problem for which a College of Teaching or Teacher Licensing scheme may be the solution? If the problem is about raising teacher quality, we should ask questions about what we mean by teacher quality in the first place and how we may discover the resource that we are seeking, by looking for it in a different way. My contention, informed by my own experience of headship, is that changing the culture of the organisation provides the means to "unleash greatness".[6] Changing the culture of a school is a process that requires principled leadership and hard work, but the results often mean that the very teachers we are seeking can be found amongst our own teams. They are already in our schools trying desperately to make a difference against the odds; keen to learn and ready to work differently. As the emerging Teaching School movement is beginning to show, when teachers such as these are given a sense of agency and collective purpose from within and beyond their school, a new energy begins to grow (Gu et al., 2014). Elsewhere in this document, Dylan Wiliam and David Weston emphasise the importance of developing our current teaching workforce. If changing the culture of the school can transform the effectiveness of teachers, I argue here that we should pay more attention to developing and encouraging courageous school leaders who aspire to rediscovering and nurturing the excellence hidden within our schools.

There has to be a better way

I was partly motivated to become a teacher because I disliked school when I was a child. I was convinced that there had to be a more humane way of teaching. I began my career by trying to influence school-wide decisions from within my classroom. As a new headteacher I worked to change the culture within classrooms throughout the school, by supporting and building the confidence, professionalism and expertise of teachers. As the

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6. Joel Klein, then Chancellor of the New York City of Education speaking in an interview in the *New York Post* in 2007, "You can't mandate greatness, you can only unleash it".

head of a Teaching School I have tried to establish an alliance of schools where the dominant culture is one of dialogue and empowerment rather than improvement. Little of this could have been achieved at each stage of my career without connecting with colleagues beyond my school. Whilst teaching I studied for a Master's degree and engaged with small-scale research studies. Prior to taking up headship as well as studying for my National Professional Qualification for Headship (NPQH), I read as many books on leadership as I could find. The point here is that in order to find another way of seeing, to make the familiar strange, it is necessary to connect beyond your own situation. Cordingley (2007) describes the importance of "learning to learn from looking". This may be through reading, via social media, by attending lectures, by engaging in debate or through conducting research. Professional learning feeds the mind, reduces any sense of isolation and builds courage for change.

Re-discovering the teaching profession

Everywhere we look in education, colleagues are seeking evidence-informed policy, practice and innovation. We need to build a profession where the dominant discourse is one that is genuinely research-inspired and practice-informed. Currently too many teachers are so worn down by the demands of the classroom and the constant need to provide evidence of their own effectiveness, they often have little opportunity to engage in sustained professional learning. The irony is that time spent proving that their children are making progress means many teachers do not have time to make progress themselves. However, I would argue that it doesn't have to be like this – there is another way. When visiting a school that has a dominant culture of ideas, this is evident from the moment of arrival. This is not a school where everything strives to be perfect, but a school where almost anything feels possible. A school where all staff know they are valued and where every young person knows that they are important and that they are able to contribute to the collective whole. Such organisations are energetic, vibrant and constantly restless to improve. Teachers and school leaders across the system who embody these qualities are also those colleagues whom we look to, who rise above the tyranny of "we've always done it this way" or "Ofsted wants to see this".

School leadership that enables excellence

There are over 24,000 schools in England. If we are serious about providing an opportunity for *all* schools to be part of a collective endeavour of system-wide improvement in education, we need to look to the leaders of those schools and enable them to build and sustain excellence within their teaching teams. We need leadership that is inspired, knowledgeable and open, enabling others to flourish.

When conducting research for *Creating Learning without Limits* (Swann et al., 2012) we identified seven key leadership dispositions for building an inclusive culture of challenge and success. These dispositions relate to leadership in the broadest sense and include young people as leaders alongside class teachers and senior leaders. The dispositions are summarised here:

Seven key dispositions that increase the capacity for professional learning		States of mind that inhibit learning
Openness – to ideas, to possibilities, to surprise	not	belief that there is one right way, that outcomes are predictable
Questioning – restlessness, humility	not	reliance on certainties and ready-made solutions
Inventiveness – creative responses to challenges	not	compliance with imposed models and materials
Persistence – courage, humility	not	settling for easy answers, rejecting complexity
Emotional stability – taking risks and resistance	not	fear of failure, fear of trying new things
Generosity – welcoming difference	not	deficit thinking, desire for uniformity
Empathy – mutual supportiveness	not	fear, defensiveness, blame

Source: Swan et al., 2012, p. 88

The straitjacket of compliance to the perceived agenda of Ofsted currently provides an obstacle to the Learning Without Limits model of leadership. Fear stifles innovation and creativity. Enabling school leaders to rethink how they can fan the flames of success within their own teams, means that in turn the education system must show belief in those leaders and offer them the support they need to empower others. For this to happen, we need to review the existing accountability regime that is in danger of paralysing English education.

Ofsted – another way of seeing

The need for schools to be part of an accountable education system is clear. However, if we build a vision for education as a collective endeavour, instead of a divisive ranked system where schools are ranked in league tables, it would be in every teacher's best interest to improve education for every child. A regionally-led Ofsted approach that sought to connect excellent practice within schools as well as identifying areas where help to improve was needed, could shift the culture of accountability away from fear to one of collective responsibility. For success, this would need to be achieved in the same empowering, enabling manner that I have described earlier in relation to classrooms, schools and alliances. Collective ambition and pride in local achievement could be built if Ofsted worked as one part of a regional self-improving system where the achievements of children, young people, teachers and schools were researched and celebrated as a spur for further development.

How could Licensing and a Royal College of Teaching help?

The move towards a Royal College of Teaching (Leslie, 2013; Princes Teaching Institute, 2014) is predicated on the importance of enhancing professional status for teachers. Such an initiative, if supported by teachers rather than imposed by politicians, could build a universally admired institution where the highest quality research, debate and examples of pedagogy would inspire collective respect. Recognition and progression to the status of Fellow of such an institution could be one means of raising aspiration and status of teachers. Similarly, the idea of

developing a licensing system that recognises and incentivises professional achievement mirrors this ambition for all teachers and could succeed in offering a highly motivating career path. Any emerging development of this nature, however, must assume excellence and scaffold towards further achievement; not assume minimum competency and seek to validate it.

A vision for professional agency

Ambition for the child should be reflected in ambition for the teacher. If we assume for a moment that nationally every teacher was offered sustained professional learning through membership of a high-status influential body such as a Royal College of Teaching, what might the outcomes be within 10 years? Within this vision, Ofsted would become a valued resource that was a guardian of quality and celebrated innovation, organised regionally throughout the country. The Chief Inspector would be appointed by, and be accountable to, the Royal College. Every school, whether state or independent, would see its role as contributing to the quality of the whole system, for all phases and all children. Higher Education Institutions (HEIs) would develop stronger mutually beneficial partnerships with school leaders and a greater number of schools would be directly supported by HEI sponsored multi-academy trusts. Building a model of leadership that aspires for excellence through intrinsic motivation and freedom for innovation, we could lead the way internationally, in creating system-change thriving on willingness to learn and a collective drive to improve. A vision where every professional has a sense of agency is one where a dominant culture of learning, assessment, theorising, reviewing and exploring would replace one of compliance and fear.

How can the system support this vision?

The current political drive towards a school-led system is beginning to impact on the way in which schools and teachers view leadership and professional learning. Organisations such as the Teacher Development Trust and CUREE support individual schools, academy trusts and alliances to review the efficacy and impact of professional development. The Royal Society (2014) has recently published a report, *Vision for science and mathematics education*, that recommends much closer liaison between the Royal Institutions and the teaching profession. Teaching Schools and alliances across the country are establishing differing models of local collaboration, often in association with local authorities, diocesan boards and HEIs. New Regional Commissioner Headteacher Boards and Teaching School Council boards will begin work from September. These initiatives could be a pathway towards building regional identity and shared aspiration. The next step must be to align the core function and purpose of Ofsted with this approach. To achieve this would be to harness the energy currently wasted on preparing for inspection; re-channelling it into collective energy for system-wide improvement.

Licensed to lead

Many alliances and clusters of schools have established strong links between school leaders that go far beyond historical heads' groups, to deeply committed partnerships where all aspects of school leadership are shared. Teaching Schools across the country are working

collaboratively with groups of schools and are ideally placed to initiate debate and local research. This growth of leadership collaboration offers the opportunity for the development of a licensing model to be explored, tested and enhanced by teaching schools and others. If we recognise the potential impact of the dispositions for professional learning outlined earlier, it is clear that exploration of ideas about licensing need to begin with teaching colleagues and school leaders who can approach this with openness, inventiveness and persistence.

Conclusion

We should pay more attention to nurturing and developing courageous school leaders. Professional courage is sustained when colleagues are able to lead with principle and freedom, bolstered by knowledge, expertise and the strength that builds through collective endeavour. Principled leadership recognises the essential learning and developmental path that teachers need, in order to thrive. If the policy initiative of teacher licensing is to help, it will need to be shaped, lived and debated by those of us who work in schools. The government will need to convince the profession that at last it understands that the quality it seeks is already present in our schools. Career recognition through licensing or the development of a Royal College could offer the freedom, knowledge and support that leaders need to scaffold teachers' learning. Only then, in a climate of trust, empowerment and opportunity, will we enable our headteachers to remove existing limits to school success.

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Licensed to create: Ten essays on improving teacher quality

6. What's the incentive? Systems and culture in a school context

Tom Sherrington

Introduction

This essay suggests that for a licensing system to be effective, it needs to create genuine incentives at the level of systems and culture. This should apply to teachers and school leaders such that they work together to develop a strong evidence-led professional culture leading to improved learning outcomes for students. Picking up on the idea of design – a form of creativity that suggests deliberate, planned innovation built on a foundation of research-informed professional wisdom – this article suggests a model for school-based Continuing Professional Development (CPD) that would provide cost-effective career-long development for all teachers.

I can imagine a time in the future when a licence to teach could be highly prized as a badge of membership of an esteemed profession; a mark of quality signifying that the holder has sustained their engagement in a rigorous programme of professional learning and has the knowledge and skills required to be highly effective in securing student learning. By the same measure, a future school that proudly maintained a staff body comprising fully licensed teachers, thereby retaining its own licensing powers, would be one with a deep culture of professional learning; a school where teachers are supported by structures that ensure they can and do engage in the process of developing their knowledge and practice on an ongoing basis and where teachers themselves are driving the system. A school leader running a school of licensed teachers would be someone with a responsibility and commitment to develop each teacher such that their licence could be continually renewed at any stage of their career; it would be an embedded aspect of their leadership role that they create and sustain the culture needed to support professional learning at the level required to meet the licensing criteria. With that future in mind, a licensing system with the right spirit and intent could provide the necessary lever to radically improve the experience of teachers across

the country in relation to their professional learning. For this to happen, teachers would need to regard the licensing process as one that guarantees their entitlement to professional learning as part and parcel of their working life rather than as a stick to beat them if they fail. Headteachers would need to understand that too. The central aspect of licensing would be the responsibility placed on heads to set up the structures required to deliver excellent professional learning for all staff at every level in their schools; it is not merely an additional tool to help remove underperforming staff.

Systems and Culture: the elements of successful professional learning

As a headteacher, I need to think about what needs to be in place in my school that might lead to all of my staff successfully retaining their licence over time – or perhaps that might enable me to retain my own licence or my school's licence. As I write this, I am about to take on a new job as head of a secondary school and I am thinking about this question already. The question I am asking myself is this: What are the features of the school's systems and culture that will ensure that all staff at my new school are engaged in the most effective professional learning process that there could be? The follow-up question is: What do I have to do to make that a reality?

There are three key components to the system I have in mind, each of which will be in place to some degree already but will need to be built on and developed:

1. A research-engaged professional learning culture that embraces engagement *with* research as well as engagement *in* research.
2. CPD structures across the school timetable and calendar that give sufficient time for effective individual and collaborative professional learning to take place.
3. CPD content that provides the foundations for effective classroom practice based around agreed principles coupled with ongoing professional learning determined by the needs and aspirations of teams and of each teacher at every stage in their career.

I will explore each component in more detail:

1. A research-engaged professional learning culture

The first stage of creating such a culture is to ensure that all teachers are engaging *with* research. Despite the volume of work that is done internationally, teachers are often cut off from the discourse that emanates from educational research professionals. It doesn't reach them. I see it as one of my key responsibilities to bridge the chasm. There are various ways to do this: I can help by funding a library of books and creating a role for one or more research champions who could lead the dissemination of contemporary or classic educational research; I can also set up a forum that invites teachers to critically evaluate specific books or pieces of research and ensure that our CPD content is evidence-informed and well-referenced. However, the most important thing is simply to set the expectation

that teachers' practice is evidence-based and that therefore they have a professional duty to engage with research related to their field.

The second stage is to engage teachers *in* research. These two strands are mutually reinforcing because by doing your own action research, you begin to seek out other evidence and develop a better understanding of the limits of methodology and the problems of extrapolation from one context to another. At my previous school, King Edward VI Grammar School (KEGS) in Chelmsford, every teacher has been involved in their own research project for several years. They select the area of study, the people they work with and the methodology and share their findings at the end of the year. The process leads to various insights but, more importantly, fosters a wider spirit of inquiry that permeates into all the discourse around improving practice. It's my intention to introduce this model in my new school.

At KEGS we found the National Teacher Enquiry Network CPD framework very useful and, in particular, found that their approach to Lesson Study was very powerful. We found that Lesson Study not only yields fascinating insights in the specific areas of exploration but also helps teachers to develop an inquiry mindset that feeds into their wider thinking.

2. CPD Structures

In practical terms, creating time for CPD to happen is a major consideration. Although I lack specific research evidence for this my sense is that, in general, teachers beyond the very early career phase are not given enough time built into their working routines for the professional learning they need. We need to think beyond the model of INSET days, one-off visits from experts and short meetings tacked onto a full day of teaching. This is especially true if we want professional learning to be social and collaborative (Hargreaves and Fullan, 2012) and if we want teachers to work "as a team, not just in a team" (Wiliam, 2012).

Teachers need to know that there is time built-in to their working routines for them to commit fully to a deep professional learning approach. Dylan Wiliam's (2012) Teacher Learning Community (TLC) model suggests a good structure for generating routine time for professional learning. Using condensed days throughout the year, in addition to INSET days and normal staff meetings, teachers can use the TLC structure to establish routine cycles of planning and evaluation based on rigorous inputs from expert sources. Lesson Study, whilst highly effective, is also time hungry which requires commitment from teachers and senior leaders alike. My view is that teachers benefit so much that the time is well spent, so teachers who opt into a lesson study approach will need to be given the scope to carve out the time from their teaching schedules.

More generally, it doesn't always pay to have every minute in a teacher's time budget pre-allocated in rigid structures. In a high functioning professional culture, teachers ought to simply have time that they use how they wish according to their own self-determined needs.

3. CPD Content

Finally, I need to consider the content of my school's CPD programme. We need to ensure that the foundations of effective practice are embedded

as a priority. There is a body of wisdom around basic pedagogy and curriculum relevant to each subject area and about classroom management. Teachers should be sure that their subject knowledge is deep and up-to-date; they should also have opportunities to develop their skills of behaviour management long after their initial training. Doug Lemov (2012) advocates more use of practice sessions, where skills are honed before going "onto the field of play" in the classroom. I see value in that, not only with behaviour management but also with questioning and subject-specific expositions of concepts.

Beyond the foundations however, the possibilities are limitless. The ultimate goal for teachers is that they have the capacity to determine their own professional learning needs and the power to then engineer the professional input they need to support it. This suggests multiple learning modes with teachers working in groups, opting into sessions, choosing from a menu of options or simply undertaking their own reading and reflection. There's little room for one-size-fits-all full-staff training sessions in a highly functioning school.

Joe Hallgarten's idea of teachers as designers – creating "a balance of analysis and intuition" (See the Introduction to this collection of essays) could be a powerful starting point. *Innovation* and *Creativity* are words that can be barriers for some people, suggesting novelty for its own sake and perhaps insufficient respect for the body of knowledge that already exists. *Design* is a form of creativity that suggests deliberate, planned innovation built on a foundation of research-informed professional wisdom. I like that – and I think other teachers would too. Essentially we are designing learning programmes every day through the way we *enact the curriculum* (Wiliam, 2013), so this is a helpful paradigm for engaging teachers in developing new ideas for improving their practice. It links back to the research-engaged culture. You can't start to innovate unless you've covered the groundwork of what is already known.

Conclusion

Over the next few years I hope to put all of this in place in my new school. The question I have is whether a licensing system would support me in doing so. I think it could if it gave my staff additional impetus to engage in driving the system and if it helped to brush away concerns and objections about taking time out of the school year for CPD. The criteria would need to be well-pitched in terms of the content and scale of the programme envisaged to secure re-licensing. If we felt they were too stringent such that, despite supreme efforts, we fell short – it could have a counterproductive effect. However, what seems more likely is that the criteria might end up being over-simplified – a low bar that we'd meet without doing much more CPD at all. That could risk devaluing the whole enterprise.

Clearly a balance is needed. A relatively low bar would only be problematic if we entered into this in the wrong spirit. If we're doing a good job in generating the professional learning culture and systems I've described, then we should take the licensing regime comfortably in our stride. Perhaps it's more important to think of scenarios where schools would be doing a less effective job in providing teachers with their entitlements. Here the licensing could serve to incentivise or even compel

change towards adopting some of the models of good practice that will exist around the country. Schools would need to change in order to hold onto their strongest teachers who risk not securing their re-licensing if the provision is inadequate.

Overall, I feel that a licensing system delivered in the way I've outlined could have a very powerful effect across the country. It puts professional learning absolutely centre-stage where it belongs. Our challenge as a profession is to work with policy-makers to deliver it in the right spirit.

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7. Continuing Professional Development: can it ever be creative?

Lorna Owen

Look at the calendar of any teacher during the academic year and you will find a host of professional learning activities, ranging from run-of-the-mill training on fire safety or first aid, to essential updates on 'assessing without levels' or the new appraisal system, to induction programmes for newly qualified teachers. Interspersed with the more mundane, mandatory courses are likely to be some eye-catching sessions, promising to instruct in the latest technique "proven" to enhance results and deliver "1% improvement in everything you do" (Brailsford, 2012).

Only rarely does Continuing Professional Development (CPD) manage to facilitate powerful professional learning, not least because the most rewarding forms of teacher engagement tend not to happen on a specified day, in a room with a buffet. Teachers share insights with their colleagues when they can, often in brief exchanges in the corridor, at the coffee machine or in the staff room. But formal training sessions are not always the best place for meaningful collaboration, which depends on regular networking, sharing and interrogating our ideas and finding creative solutions to collective challenges.

Everyday, teachers are finding new ways to reach the students who are hardest to reach, challenge those who need to be stretched and make technology work harder for the benefit of all their pupils. And yet, we never seem to have the opportunity to share our knowledge with more than a handful of our peers, which means that every morning, we climb back into our hamster wheel and learn anew what our esteemed colleagues discovered yesterday. Though our presence is required, compulsory CPD does not always provide the spark that inspires us and stimulates us to develop our learning. We need to build a culture of professional development, where teachers move from passive attendance to active engagement in their own learning, and where structured CPD programmes support ongoing develop-ment rather than overhauling techniques every few weeks or months.

As teachers, we have to be willing to test what we know, be resilient and enthusiastic, explore our subject and challenge our subject knowledge.

We need to be able to communicate our own love of learning to a savvy audience and, in order to do that, we need to research and evaluate what we do. Teachers can learn from the insights of youth marketing, which emphasises that growth is "driven by differentiation, insight and customer value" (McEwan, 2011). Teachers must get to know their students as well as possible in order to know how best to reach even the most "fickle, sceptical and impetuous" parts of the audience (4imprint, 2011).

At a time when financial pressures are making it harder for schools to afford external professional development, we need to tap into the knowledge of the thousands of experts in our schools and classrooms in more collaborative and cost-effective ways (Weston, 2014). What is more, we need to find ways of making the entire process of professional learning more creative and rewarding. Just as teachers aspire, in Einstein's words, "to awaken joy in creative expression and knowledge" amongst their students, they also wish to experience the same joy in expressing, creating and affirming knowledge with fellow teachers.

How can we facilitate CPD to harness the energy that comes from creative teaching and learning? We could start by changing the name: by redefining CPD as 'Creative Professional Development', we would change the landscape for teachers, generating excitement and deeper engagement in even the more routine courses. Backed up with evaluation and accreditation, a more rigorous form of CPD would help dispel the fly by night initiatives with which we are bombarded and allow the genuinely insightful findings to be more widely recognised.

Schools are already taking steps in this direction. Coaching, facilitation, peer-to-peer evaluations and feedback are increasingly accepted as legitimate and valued approaches to training. Teachers are teaching other teachers, asking questions of and supporting their colleagues and undertaking individual and collective research projects. There is a growing cultural shift towards collaborative learning as schools look outwards and develop more effective professional partnerships.

There are new pressures for teachers and students alike at the present time, with the removal of coursework and controlled assessments and the introduction of new accountability measures and changes to the national curriculum. Students will only be properly equipped to meet these challenges if we refrain from spoon-feeding knowledge, and open up more discussion and critical debate. Students must be able to articulate the facts that they know, build credible arguments and argue persuasively, in order to maintain exam success and develop the skills for future fulfilment. If we as teachers can no longer do as we have traditionally done, then CPD cannot either.

We need to change the role of CPD, so that it can motivate teachers and learners to meet new challenges. Five years after we began, half of us are no longer teaching in the maintained sector (Department for Education, 2011) and those who do remain have, on average lower job satisfaction than any other OECD country's teachers (OECD, 2013). Research and evaluation should be a focus for all professionals, particularly to understand more fully why particular approaches do or do not work in our own settings. Time that used to be dedicated to reading and reflecting is swallowed by intervention classes and preparing for a new syllabus. Few teachers have regular opportunities to think deeply about

the purposes of education or to develop depth in their ideas and discuss them with others. Time is a luxury that schools find hard to provide, but if CPD is to become more creative, then we have to find time for reflection and we have to get better at how we evaluate our learning.

The art of teaching ourselves depends on how well we make sense of our experiences and make connections between different types of knowledge. From the perspective of the teacher, educational research is ultimately pointless unless it moves our thinking and practice forward in some way. However, very few of us are entirely comfortable in the world of research. Not all teachers feel confident in report writing and data analysis, and only some are inclined to pursue a master's or PhD.

Teachers need support from external experts and partners in evaluating our teaching more robustly, but they must be involved because otherwise they are less likely to take account of the findings or actually change what they do.

We should seek expertise and partners from a broader range of fields, looking to industry for support with evaluation and to validate our contributions. To take one example, recent decades have seen an explosion of gaming, to which young entrepreneurs across the country have responded by teaching themselves how to programme games in their bedrooms. They networked and shared ideas and researched what their friends wanted from the new platforms. Then they met with "traditional industry" who gave them their backing, supported the focus groups and validated their ideas. Those young entrepreneurs are now CEOs of their own companies. How powerful would it be to have our research supported by those who have made careers out of teaching themselves to do something? There must be hundreds of examples in every community, thousands in every city. Robinson (2013, p. 166) talks about borrowing the knowledge and wisdom from the past, transforming it and adding to it before lending it to our children. If professional and teacher research is going to move practice forward, then it needs to be read and shared far more widely than at present.

Teachers need an outlet to showcase what they have achieved. Schools are good at celebrating the successes of students, but are still reticent about applauding the successes of teachers. Awards ceremonies are plentiful for our students and rightly so, but often the only thing that teachers are rewarded openly for is 100 percent attendance. A pat on the back comes from getting the results, but we want more. Let us see a celebration of what we have achieved. Let it feel prestigious and let it hold value. Let us find ways to link up research projects across the country and expand the dialogue. Let us begin to shout about the work of the History teacher who has improved peer marking in her classroom, or the systems of assessment that the French department has been trialling for the last six months. Let us celebrate the difference one teacher has made in her classroom and let us celebrate the whole school project that has changed the way we view literacy across the curriculum.

Creative Professional Development deserves to be acknowledged and applauded. Its creation of opportunities for research justifies a licence to legitimise them. The licence that teachers will support will provide equitable career progression for those who covet ways to remain a teacher. It cannot assume the form of another mandatory or run-of-the-mill

requirement, but must provide clear guidance, parameters and acknowledgement and endorsement of success. It cannot become a commodity which we earn and file: it must be organic, motivational and lead to further discourse and investigation. It must allow for reflection and action and it must be recognised by a discerning professional body. Teachers want something to hold in their hand on a gloomy Friday afternoon which shows that the tiny miracles performed every day are making a difference, not only to the children we teach, but also to the wider world of education and learning. The licence that we will respect and aspire to hold will be a licence to create and not a licence to teach. Give us Continuing Professional Development and we will participate. Give us Creative Professional Development and a Licence to Create and we will innovate and share new levels of intellectual and cultural freedom.

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Licensed to create: Ten essays on improving teacher quality

8. Licensed to matter

Debra Kidd

What is it to be licensed? The word carries connotations of permission with constraints – you may … but; you can … if. What are the permissions and responsibilities that might go with a licence to teach? Any licensing system has to be implemented and monitored by a body with the authority to make such judgments. This essay seeks to ask:

- Who will make these judgments and with what authority?
- How might a licence be a matter of professional pride and not a burden to the teacher? and (most importantly of all)
- What difference would this licence make to the lives of pupils?

In order to unpick these lines of inquiry, we need to look at how the roles and responsibilities of the teacher have developed in recent years and what it means to teach.

It is 18 years since Tony Blair made his 'Education, Education and Education'[7] speech and what has followed since has been a radical period of transformation – buildings have improved, budgets have increased; accountability measures have been changed (several times); technology is now implemented in every school and in both coalition and Labour governments we have seen a continued focus on standards that go far beyond anything we had seen before. But Labour made a critical error. Policy was built on the assumption that teaching was essentially a set of skills that could be managed by curriculum guidance. Many researchers have noted that "performativity criteria" applied to a "teacher as technician" model (Lyotard, 1979) has created a conflict between what Stronach et al. (2002, p.1) refer to as "economies of performance" (audited outcomes) and "ecologies of practice" (personal and socially constructed sets of expectations and behaviours – a moral code). While it may be possible to balance those aims by valuing both equally, it is not possible to do so by measuring them in the same way and certainly not while the publicly shared indicators of success, examinations and grades, dominate. During the last Labour government we endured a series of initiatives that broke lessons down into chunks to be delivered uniformly, and adaptations to the teaching standards that set out objectives for the profession based on technical competency – the economies of performance model – almost directly juxtaposed against rhetoric in which a love of learning was

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7. Tony Blair, Labour Education Conference 1996 Blackpool. Available at: www.britishpoliticalspeech.org/speech-archive.htm?speech=202

promoted (Excellence and Enjoyment, 2004). It was a period heavily criticised, for instance in the seminal Cambridge Primary Review which pointed out that despite the intention to create inspiring classrooms, the desire to measure and standardise practice had deadened pupil autonomy and creativity in the classroom.[8] The National Strategies were quietly dropped in 2007 as the government attempted to move towards a more holistic view of the teacher. The resulting changes to the Qualified Teacher Status criteria incorporated additions such as 'personalisation' (Q10), 'wellbeing' (Q5) and 'innovation' (Q8), and we began to see a shift in thinking towards teaching not only as a matter of technical competence, but as a process in which action, feeling and intellect might need to be combined in order to create a more meaningful educational experience. The success of Creative Partnerships,[9] the positive responses from much of the profession to the Rose Review of the National Curriculum, and QCA's KS3 curriculum led to a rise in optimism in the profession that the heart might be making its way back into learning. But there were mixed messages. Accountability measures led to schools playing the equivalency game with vocational qualifications, undermining their integrity (and limiting children's career pathways). Punitive measures such as National Challenge and the role of Ofsted in setting out expectations for pedagogy and practice led to schools looking to please accountability systems rather than meeting the needs of pupils. In addition, the expectation that teachers would seek to improve their practice in the absence of access to valid research led to widely adopted practices and beliefs that were at best misguided, at worst, damaging, such as the belief that children could be labeled as having a single learning style.

For all its talk of professional autonomy, the incoming coalition government rapidly readopted the teacher as technician model, becoming the first government in history to make a pedagogy statutory (synthetic phonics), and extolling the virtues of text books and tests (Truss, 2013), further reducing the professional autonomy of the teacher and suggesting that perhaps we need not be qualified at all. However, this government also introduced a shift in thinking towards a model of teacher-as-thinker, informed for instance by reports into how research might impact on practice in the classroom (Goldacre, 2013). Suddenly, it seems as if everyone is asking, "What works?" and clamouring for a research-led profession. There are, however, two points we ought to bear in mind when we consider this shift. While a focus on the thinking teacher is to be welcomed, the way in which this has been supported by the DfE has been problematic. Firstly, the emphasis has been on research-led, not research-informed practice. There is a critical difference. The first assumes that policy makers and governments will use research to make changes to the system. As such, teachers will be expected to follow guidance because it is claimed to be rooted in research. As anyone involved in research will tell you, if you have an opinion or ideology, it is fairly easy to find a piece of research to support it. By having a research-led profession, there is a danger that

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8. For a fuller exploration of the impact of the National Strategies see the Cambridge Primary Review (2010) www.primaryreview.org.uk/Downloads/Finalreport/CPR-booklet_low-res.pdf

9. See the House of Commons Select Committee Report, available at: www.publications.parliament.uk/pa/cm200607/cmselect/cmeduski/1034/1034.pdf

teachers will simply be encouraged to comply with the dominant model of the day because the research underpinning it has been selectively applied. A research-informed profession, however, is empowered to find, use and apply the research that is available to it. Instead of a passive role, the profession takes on an active intellectual role that allows for autonomy over the technicalities of teaching – bringing the active teacher and the thinking teacher in closer alignment. A move in the right direction, yes, but not a complete picture.

There is a third critical strand, the feeling teacher has never been given more than rhetorical consideration by government and yet is known to be a vital element in effective learning (Hattie and Yates, 2014). Until these three elements – head, hand and heart – are equally valued and considered by policy makers, parents and the wider community, we will always have an unbalanced view of what an expert teacher is and what effective learning looks like. This is problematic for a number of reasons. First it undermines the importance of establishing trusting relationships with children and undervalues the importance of emotion in learning – something that neuroscientists and psychologists seem to agree is integral to the process of engaging with and retaining that which is learned, as well as assisting effective rational thinking (Damasio, 2006; Richards and Gross, 2000). Furthermore, focusing on emotions and relationships, it would seem, is of critical importance in terms of both pupil and teacher mental health and the behaviour of pupils:

> "Conflict adds considerably to levels of teacher stress and reduced job satisfaction … teachers who report lower levels of professional satisfaction, and also those who are observed to provide lower levels of emotional support for students, do report considerable higher levels of conflict."
> **(Hattie and Yates, 2014, p.17)**

Hattie and Yates (2014) point to evidence which suggests that trust between teacher and pupil is a pre-requisite to effective learning. This trust is dependent on authenticity, care and empathy; and yet, under stress, these elements of adult-child relationships are often severely impaired, particularly it would seem in the case of boys and men (Tomova et al., 2014). While they point to recent developments in cognitive science towards mastery, practice and memory, they are clear that these processes or actions are built on the foundation of positive relationships. In short then, the expert teacher needs to be able to act, to think and to feel in order to be effective. It is relatively straightforward to make adaptations to practice, to read research and to implement changes in the classroom. It is altogether more difficult to build and maintain trust, to manage our own and other's emotions and to have highly successful working relationships. Perhaps it is this level of difficulty that leads policy makers to largely ignore its importance.

If we bear these points in mind while returning to the idea of licensing, what are the considerations we may need to take into account?

First, given the consensus on the negative effects of stress on adult-pupil relationships (Rimm Kaufmann, 2014), the process of licensing should as far as possible avoid adding further stress to teachers. It should be an opportunity for teachers to reflect on their successes and challenges,

and should allow them a degree of autonomy in playing to their strengths. It should not be linked to pay or results based performance. The profession should explore ways in which the licence could be used as a creative tool to enhance professional development and motivate teachers – it should not be a means by which we are simply forced to comply. Certainly moving the notion of licensing more towards developmental levels of membership of a Royal College would appear to be less punitive and more encouraging in this respect.

Second, the criteria for the licence should be rooted in research and not government policy/priority. The process should be administered and monitored by a professional body at arm's length from government – a body such as the proposed Royal College of Teaching. This would allow for long term views to be adopted, free from the interference of party politics and election cycles. There are high levels of mistrust between the profession and policymakers at this moment in time: for this idea to work as a developmental tool, it needs to be managed by the profession.

Third, the licence should seek to value the holistic contribution that the teacher makes to the lives of the children. It is now widely accepted that learning cannot be seen taking place in a lesson observation and that the administration of lesson observations in general are highly unreliable (Coe, 2014; Ho and Kane, 2013). We should also consider the limited range of the research measurements of "what works" in many areas of education. Passing a test does not ensure that learning has been retained in the longer term and as such, a pure focus on results may well simply encourage teaching to tests and undermining creativity and long term learning gains.

Fourth, the emotional life and stability of the pupil is of profound importance, not only to academic success but also to future happiness. If we are to truly value the whole teaching and learning experience, we need to find a way to give it credence and weight in the licensing process. This would help towards rebalancing the education system away from the deadening desire for certainty that drives our accountability systems, towards an acceptance that the teacher's role extends well beyond preparation for examination. As such, it may be worth considering ways in which the teacher-pupil relationship is documented in the licensing process. This could be through pupil and parent feedback or evidence of contributions to the wider life of the school, contributions to Spiritual, Moral, Social and Cultural education (SMSC), to pastoral care, careers guidance, interview support, and home liaison.

Fifth, we need to consider the mind shift that needs to take place in the profession in order for autonomy to thrive. There are clear implications here for the professional notions of teachers who themselves are caught in a dualism between the romantic – "[to] love teaching is to give of yourself in a way that can be so tenderly vulnerable" – (Liston, 2000, cited by Stronach et al, 2002, p.4) and the passive – "less and less planners of their own destiny and more and more deliverers of prescriptions written by others" (Goodson, 2000, cited by Stronach et al., 2002, p.4). It was Dewey (1938, p27) who noted that acquiring knowledge in isolation "by means of automatic drill" resulted in minds whose "power of judgment and capacity to act intelligently in new situations was limited."

The problem for the teaching profession at the moment is that the very people charged with ensuring that this is not true for future generations – both current and trainee teachers – are themselves increasingly the products of a carefully managed culture of compliance. Indeed Wragg (2003) accused policy makers of "tightening" the straps of the "straightjacket" which produced such outcomes and no subsequent government has done anything to release those straps. If so, and if those straps continue to be tightened as coursework, speaking and listening and modules are replaced by high stakes, one chance examination systems, then it is possible that for new teachers entering the profession, the creativity and innovation arising from having to self-organise, to fail and recover and to keep on trying will be lost. Having experienced nothing but carefully directed success, will it be possible for teachers entering a new world of freedom and autonomy to shake off the Stockholm syndrome of dependency on the captor? Will they have the capacity to "act intelligently in new situations" which demand Claxton's (2002) 5Rs: "resourcefulness, remembering, resilience, reflectiveness and reciprocity?". What can a Royal College of Teaching do to support the transition from passive dependent to professional creator? Alison Peacock and David Weston's contributions to this debate go some way to addressing these concerns, but they will take time to bear fruit.

Finally, if we are to value the thinking teacher, the licensing process should require evidence of wider reading and research informed practice. To this end, a teacher should not only be able to refer to training and reading, but how this has impacted on practice. It is vital therefore that all teachers have free access to academic research and that all schools are held accountable for the quality of CPD they provide or access.

There is a great appetite at the moment for greater professional autonomy, and few would dispute the need to balance this with responsibility and accountability. But we have seen what happens when the stakes are too high and the focus too narrow – witness the examination game-playing by policymakers and practitioners that have taken part at both policy level and on the ground in recent years. A licensing process offers an opportunity for teachers to begin to shape and monitor their own professional standards. It needs careful thought and implementation, but ultimately, this could be a form of self-evaluation that frees both teachers and pupils from the shackles of Ofsted and the vagaries of short term politics.

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9. Licensing teachers – why it is a symptom of a developed profession, not a cause

Charlotte Leslie

There tend to be two universal sentiments in a teaching world of often diverse opinion: one is that politics intrude too much into the classroom, and that teachers are not given the freedom they need to develop as a proper profession. The other is that the General Teaching Council (GTC) was awful and should never return.

These complaints really matter to the quality of teaching because they both reveal a toxic dampener on teachers, and teaching's ability to be innovative, in that disciplined sense which furthers any skill or science. Science often only takes a step forward when an individual thinks outside the box, and mindful of all they have already learned, tries something new, from a different angle. But that kind of innovation requires the individual to be personally motivated and involved in what they are doing. The two universal complaints of teachers reveal that too often they do not feel like autonomous agents, the source of new thinking, but have instead been battered into being inanimate cogs in someone else's machine; not conducive to constructive creativity. Therefore any effort to simultaneously unleash the professionalism innate in teachers, and to license and regulate them along the lines of other professions, like the medical profession, should take heed of these universal complaints in a world where consensus is rare.

An answer to this overarching problem of a deficit in professional status (and therefore creative agency) has taken solid form in the last two years, and now has momentum – the setting up of a Royal College of Teaching. This Royal College – along the lines of the medical Royal Colleges, would initially perform three main functions: first as a hub and home for Continuing Professional Development (CPD). It would establish CPD as a fundamental expectation of what it is to be a teacher, accrediting existing CPD, and providing a home for research into what makes good teaching, to be disseminated back into the classroom to classroom teachers. They in turn would be involved in evaluating effectiveness, feeding back and furthering the research.

Second, it would provide a practice-based career ladder, so that those who wanted to progress as classroom teachers had another avenue, other than movement to management and leadership roles, in which to do it. This may function along the medical Royal College line, with associate members of a College of Teaching reaching standards set and agreed by the profession themselves, to progress to becoming a 'Master Teacher' or 'Fellow' of the College. Like medical consultants, they would then take on a role of mentoring more junior teachers on their professional journey.

Third, in time it would crucially begin to reclaim some of the roles intuitively belonging to the profession, but which have been seized by the state – for example, curriculum formation. As a Royal College of Teaching organically evolved, sub-specialities would be likely to emerge. The Royal College would do well to embrace the existing subject associations, in an alliance to further the specialist knowledge of teachers in subject areas, but other specialist areas may also emerge, perhaps behaviour, special needs, and early years, for example.

The idea would be that it would evolve outside an electoral cycle, untouched by the vicissitudes of politics so that in 20 or 30 years, what it is to be a teacher has fundamentally changed: qualifying as a teacher would be seen as the beginning of the professional journey (as it is in medicine), as opposed to the end (as it tends to be now, as endless lesson plans, marking homework and complying with ever-changing government edict, takes over). Reading a teaching equivalent of the medical *The Lancet* would be a given, as teachers were all included in a community ever striving to improve its own practices, with CPD central to teaching and classroom practice feeding directly into evolving evidence on what works best; and the idea that Whitehall or Westminster should have any say over what is taught and how would be as alien as the idea that a civil servant should tell a cardiacsurgeon how to perform their operation. It is a grand ambition, but that is more, not less, reason to start now.

But the success of the currently fledgling Royal College of Teaching, and this vision of how teaching could be in years to come, rests on some vital preconditions.

The most important is that politicians like me keep our grubby mitts off. Teachers are weary and disheartened by political interference in their chosen profession, and any hint that their professional body, which should be set up by teachers, to promote excellent teaching practice, is a tool of politicians will kill the idea from the outset. Politics performed its role in catalysing action through a Select Committee report *Great Teachers: attracting, training and retaining the best* (2012)which identified the value of a Royal College style structure, and fired the profession into action to achieve it. Therefore the role of politicians henceforth is to sweep the way clear for the initiative, like curling. We can facilitate, we can encourage, we can give guarantees that we won't march in and squash this fledgling, but we cannot and must not specify what it should do. Indeed, a useful action would be for all three main parties to include in their 2015 Election Manifestos exactly the same statement on a Royal College idea, which may read something like "We support the cross-party consensus which encourages the teaching profession to set up their own professional body. We will help in specific ways if the profession so requests, but will not in any way interfere or encroach on this venture, for example, by telling the

potential Royal College what it should do, either implicitly or explicitly." The roles that I have so far described the College performing are roles that have been defined not by me, but by an independent commission looking at the idea, and by various teaching individuals and groups. I happen to passionately share those ideas, but a politician's rightful role is to stand back and facilitate where needed. We must never, implicitly or explicitly, tell the College what to do, especially during these early formative years.

The next requirement for success is that membership should be voluntary, not mandatory. This is for a number of reasons. Crucially, it ensures a quality-control. If its offering to teachers is not high quality and worthwhile, teachers will not choose to pay their subs for it. They will only buy-in if membership makes being a teacher personally and professionally more satisfying. They will also only buy-in if they find it will make promotion, or being successful in job applications, more likely. Therefore prospective employers and headteachers need to find that a teacher who is a Royal College member is a better employment prospect than one who is not. If a Royal College cannot provide an offering worth paying for, and produce teachers worth employing, it does not deserve to succeed.

Voluntary membership is also important because it is a totemic illustration to teachers that this is not another GTC. Most teachers tell me they could not stand the GTC because it required a mandatory payment, they never saw what they got for their money, and it was all sticks and no carrot. Crucially, mandatory membership treated them as cogs, or galley slaves to be beaten if they didn't row the machine well enough; not as autonomous professionals collectively striving as individuals to further what excellent teaching looks like.

The reasons for the failure of the GTC are instructive, both for a nascent Royal College of teaching, and for any thoughts of a Teacher Licensing Scheme. The GTC failed because teachers' perception was that it did not offer them anything. It was seen simply as a punitive body, not a professionally nurturing body, when teachers desperately wanted professional nurture, from a body they respected. In turn, this is because setting up a GTC was ill-thought-through, putting the cart before the horse, and betrayed a complete misunderstanding of how a profession is developed and works.

The GTC was designed to perform a very similar role to that of its medical equivalent, the General Medical Council (GMC). However, The GMC essentially systematises content set by the Royal Colleges on standards of practice. It formalises standards of excellence decided and driven by the profession itself into professional regulation. Without the counter-balance of a trusted professional body, encompassing and driving standards of professional excellence, the GTC was completely unbalanced in what it was designed to do: it was a system without a driver for content. It was a regulatory, innately punitive body, without the counter-balance of a professionally inspiring, liberating, nurturing body. All stick, no carrot. Had a Royal College been developed and reached some degree of maturity, the need for a regulatory licensing body such as the GTC may have evolved – but this never happened, so the teaching landscape was fatally lopsided.

Since the GTC did not have its natural sister-body, a Royal College, its purpose became very confused, and it suffered severe mission drift.

Various interests and power struggles quickly filled the vacuum left by absence of mission, it all got very messy, and the GTC was doomed.

What does a nascent Royal College learn from this? That mandatory membership is a mistake, and that the teaching profession needs a positively professional nourishing body to realise its potential.

The lessons for any ideas about a Teacher Licensing Scheme are starker. If another regulatory scheme to limit and regulate teachers (the stick) is introduced without the existence of a mature professional body as a counter-balance (the carrot), it risks replicating exactly the dynamics of the fatal flaw of the GTC.

It may not be an exact replication of this mistake, it risks being worse. Regardless of the merits or otherwise of political reforms over the decades, teachers are even more weary of being done to, and being beaten up by another GTC episode will be all the more damaging to morale.

The public sector ignores this at its peril. In much of the private sector, many thousands of pounds are spent on training courses on how managers can maintain and boost the morale of their workforce. This is because most of the successful private sector realises the obvious truth that a happy, personally fulfilled workforce with high morale is more productive and constructively creative than a demoralised, weary workforce. Whatever you think of their burgers, McDonalds is generally a good case in point. This is a fairly obvious fact that much of the public sector mysteriously ignores, in that it spends next to no time nurturing its workforce. It seems to be a trait of good heads, and teaching leaders that workforce development and nurture is a key part of their success, but such focus on workforce morale is not systemically embedded in the public sector system. Perhaps this is driven by a political system that believes that an announcement in parliament is the same thing as making an actual change. Since this is a temptation that afflicts ministers of all parties, there is no easy way to remedy this tendency through a democratic system. On the other hand, in the market place of the private sector, the boss of a company who does not consider the detailed practical implications of a change on his or her workforce and their morale will often either leave their job fairly quickly, or preside over an organisation that fails and disappears.

If politicians drive through a Teacher Licensing Scheme before its counter-balance, a Royal College, has had time to develop and mature, it will reveal the same ignorance on their part of what a profession is and what teaching really needs, as we saw in the set-up of the GTC. If any politician presumes to *tell* the nascent Royal College what to do, that is even worse. That will not only demoralise the workforce with another stick, but it will kill at birth the very organisation that could re-inject enthusiasm, energy and fulfilment back into teachers' professional lives.

If, and it is a big if, the Royal College of Teaching gets buy-in from grass-roots teachers, matures, becomes a success, becomes de facto mandatory by merit of its success, and begins to take teaching back from the grips of the state, then and only then will it make sense to formalise the expertise the College has accumulated into a system of licensing. Licensing is the symptom of a mature, developed profession, with a flourishing professional body. We simply cannot afford to repeat the mistakes of the GTC and put the cart before the horse yet again. But politics is

innately ego-centric and impatient. It will not want to wait while this sapling, that was just an acorn two years ago, grows to be a great structure that supports a creative and dynamic ecosystem of education. Politics will want to throw its own quick-fix ideas into the mix, and try to establish its own footprint on this new venture, and now; particularly with an election looming. But back in the real world, building things that last takes time. We have waited decades for a tangible answer to emerge that will reverse the determined tide of political creep into the classroom. Any politician who really wants to see better education, and see teaching flourish into the profession it can and should be, must resist that temptation, resist interference and wait just a tiny bit longer. To fail to do so would be to mow down this sapling just as it begins to take root, and kill this once-in-generations possibility of unleashing teachers' professionalism and creativity at birth.

10. The rationale for revalidation: a movement to transform teaching

Tristram Hunt

The teaching profession is changing. One year into this job there are few things of which I am more certain. If this collection of essays achieves nothing else then it will be to highlight how the energy unleashed by this cultural shift has the potential to become a force for far-reaching education reform.

Given the power and convergence of the economic, sociological and technological forces currently shaping society, it would be worrying were there not a vibrant intellectual conversation about what it means to be a teacher in the 21st century. After all, whatever else teaching has lacked in terms of professional capabilities, teachers have certainly never lacked the capacity to reflect upon their own craft or status.

However, what is truly exciting about this reflective epoch is the sense that such introspection, itself catalysed by digital technology and social media, is beginning to coalesce into a clearly identifiable and relatively united movement. This is a movement broadly aligned behind what, in their respective essays, Debra Kidd calls the "teacher-as-thinker" and Alison Peacock describes as a "genuinely research-inspired and practice-informed" teaching profession.

Moreover, like all significant social movements, this one possesses a wider political purpose. Because throughout every essay in this collection there is a clear realisation that such lofty aspirations for teaching are contingent upon the profession first reclaiming the ability to define itself – its practice and purpose – from both state and academe.

In this sense, the movement's end and means are one and the same. A proactive, empowered and research-inspired profession requires the relevant tools to define its purpose and practice. But the process of developing and acquiring those tools in itself represents the best route to becoming proactive, empowered and research-inspired. As David Weston writes in his essay, "The challenge is one we face ourselves."

Therefore, it is not just that the teaching profession is changing – the truth is in fact far more profound. It is that the teaching profession

is learning how to change itself. That, ultimately, is what this collection of essays represents. This is a force that an incoming Labour government would seek to mobilise in pursuit of our historic determination to ensure education helps to achieve social justice and equality of opportunity.

A movement to improve teacher quality

A teaching profession that is research-inspired, practice-informed and evidence-guided could not fail to also become a movement for our public policy priority in education: improving teacher quality.

Furthermore, our reading of the evidence leads us to another conclusion widely shared in this collection: that the most effective way to improve teacher quality and thus children's achievement is to increase the opportunity for teachers to experience the best professional learning and development.

In truth, both these impulses represent something of a departure from the traditional approach to English education reform. For a start, the 1944 Education Act and the lost dream of the tripartite schools system, whilst unquestionably the pivotal progressive moment in modern educational history, seemed to embed something deep within our reform psyche that placed a primacy on re-organising school structures at the expense of improving teacher quality.

Meanwhile, within policy relating to teachers, rather than prioritise Continuing Professional Development (CPD), the dominant approach has been to focus either on attracting a higher calibre of graduates into the profession or upon reforming initial teacher training (ITT).

However, it is difficult to build a strong evidence base for either of these priorities. The Institute of Education's recent report (Connelly, Sullivan, and Jerrim, 2014) into the impact of the government's new school structures is merely the latest to suggest that the type of school a child attends makes relatively little difference to their achievement when we account for other factors (a point Dylan Wiliam also highlights in his essay for this collection). In contrast, a collection of researchers at the University of Chicago's Urban Education Institute (Sartain, Stoelinga and Brown, 2011) found that pupils learn 30 percent more when they are taught by a 'distinguished' teacher as opposed to an 'unsatisfactory' one, as measured by the Danielson framework. A study by the Sutton Trust and the London School of Economics (Machin, Murphy and Hanushek, 2011) concluded that for disadvantaged children the impact could be even more severe with the difference between high quality and poor teaching potentially meaning as much as one year's learning progress every school year.

The case for prioritising CPD is similarly unequivocal. The remarkable research undertaken by Professor Vivianne Robinson (Robinson, Lloyd and Rowe, 2008) from the University of Auckland suggests that a focus on professional development could be the most effective way school leaders can improve children's achievement. Then there is the lack of urgency inherent to the traditional ITT focus. Quite simply, to neglect CPD is to restrict systemic improvement in teacher quality to a glacial pace. As Dylan Wiliam (2010) has argued elsewhere, even if we could immediately raise the quality of new entrants to the profession so that all trainees were at a higher performance level than the bottom 33 percent currently *and* sustain this rise in quality for 30 years, it would still only equate to one extra student in each class passing an exam every three years.

In summary, the evidence suggests, overwhelmingly, that teacher quality makes the biggest difference to school standards – not for nothing does Michael Barber argue that "no school system can outperform the quality of its teachers." When it comes to the method for improving teacher quality it is equally clear that we need to readjust our focus towards better standards of professional learning and development, as well as retaining the best teachers in the classroom.

The rationale for revalidation

Indeed, one of the Labour Party's motivations for proposing the revalidation of teachers' expertise is our desire to provide a significant stimulus to both the supply and demand of high quality CPD. The demand aspect is often overlooked but we believe that, alongside supply issues, there is a significant challenge to articulate to teachers and school leaders what best practice looks like in the first place.

In January 2014 I announced at the North of England Education Conference:

> "Under a Labour Government, teachers would be expected to undertake regular professional development throughout their careers in order to keep their skills and knowledge up to date. Revalidating the expertise of teachers would bring them into line with other high-status, mature professions such as lawyers, doctors and accountants … So between now and 2015 we will be consulting with teachers, professional bodies and trade unions on the criteria for revalidation, the mechanisms for implementation and how best to raise the standard of professional development on offer."

Crucially, we announced this policy alongside a commitment to work with the profession to develop a new framework of structured career pathways, so that the best classroom teachers could fulfil their careers aspirations without being forced into management or leadership roles. This would address the clear and urgent need for giving teachers who want to build their expertise in a particular subject or pedagogical skill the opportunity to progress whilst still practising the calling that first attracted them to the profession. Furthermore, it would also provide a more meritocratic, standards relevant and higher-aspiration architecture for career development that could eventually elevate the entire profession's status. Certainly, that is our long-term ambition and, like David Weston in his essay here, we are strongly influenced by aspects of the Singaporean teacher development system.

The one other significant component to our teacher quality reform package is our commitment to end the government's practice of allowing unqualified teachers into the classroom on a permanent basis. We simply cannot see, when prolonged training and a formal qualification are the established mark of a mature profession, how allowing unqualified teachers is in any way compatible with an ambitious vision for improving teacher quality and transforming the profession's standing.

However, it is our revalidation policy that, in the short term at least, arguably possesses the greatest capacity to stimulate high quality professional development and learning.

Because like Tom Sherrington in his essay, we believe that a developmental revalidation process can help enshrine an expectation of "professional learning as part and parcel of a teacher's working life".

Like Dylan Wiliam and David Weston in their respective essays, we believe that revalidation can help incentivise training that can embed lasting change to teachers' practice – what they do as well as what they know – as long as it is rigorously focused on raising children's achievement.

We believe that it can become a strong new lever for encouraging the dissemination of best practice, as well as addressing precisely the sort of capability deficits that Debra Kidd highlights in her discussion of how our system can neglect the importance of children's emotional wellbeing.

We believe that it could improve the relationship between teachers and school leaders by more clearly articulating the importance of high quality CPD to children's achievement which, as Philippa Cordingly rightly suggests, is currently a systemic weakness.

Finally, we believe that it also has the potential to become a lever for spreading knowledge of innovative 'next practice', be that pedagogical or technological. This aspect will be particularly important as we face a perfect storm of technological innovations – big data, adaptive learning software, interactive textbooks – which could radically transform the relationship between teacher and pupil.

Implementing our policy will of course require wide consultation with the profession. However, when reading this collection it is difficult not to be enthused by the policy's radical potential. There can be no doubt that there are reservoirs of untapped excellence, both in terms of teaching and leadership, which are being wasted due to a lack of professional development, care and nurture. Unleashing this potential is the rationale for revalidation: the Labour Party wants teachers to be all they can and should be – professionals whose job is so important to the country's future that we must aspire to the highest possible standards. Because what the Sutton Trust and London School of Economics (Connelly, Sullivan and Jerrim, 2014) research also showed is that if we could just raise the performance of the least effective teachers already in the system merely to the average, then England would rank in the top five education systems in the world in reading and mathematics. It is that tantalising prospect which motivates us in the Labour Party to think about new ways of improving teacher quality across the board.

A new chapter in education reform

More than any other project the putative College of Teaching has become emblematic of the profession's attempt to transform itself. Whilst it would be entirely wrong to reduce the broader movement for a "research-inspired, practice-informed" profession to this one nascent institution, the Labour Party understands the need to embolden the profession to create the tools necessary to define its own purpose and practice. Clearly, the College has to be profession led – any attempt to impinge on its independence or dictate its mission would be entirely self-defeating. The spectre of the General Teaching Council casts a very long shadow and we are acutely aware that our focus on improving teacher quality requires an entirely different approach to state-craft when compared with reforming school structures.

That said, we should be careful not to ascribe too elevated a status to the College: it should not encompass the entirety of our ambition to improve teacher quality. Yes, we lack a robust, profession-led system of quality assuring CPD and yes, it is ridiculous that the profession does not have a formal role in helping to determine teaching standards. In an ideal world the architecture to devolve such powers to the profession would have been put in place decades ago and the Labour Party is entirely supportive of the full range of organisations attempting to ensure this eventuality happens sooner rather than later.

Yet, increased global competition, both educationally and economically (not to mention dramatic technological change), make the need to lift school standards ever more urgent. Though the movement for a research-inspired and practice-informed profession is undoubtedly energetic it is also quite clearly embryonic. Therefore, whilst we all want to see the profession rise up and take charge of its own affairs (as well as quality assuring CPD and developing professional standards teachers could also play a far greater role in curriculum development, accountability, and assessing their peers in the none too distant future) the truth is there will always be significant barriers to improving professional learning and improving teacher quality that do require some action from the centre.

Nevertheless, recent history has shown how important it is to take people with you when attempting far reaching education reform. The Labour Party knows that embedding a creative, innovative and self-improving culture across the whole of our education system ultimately rests with heads and teachers. The deficiencies of diktat-driven reform have been laid bare and we are pursuing a new chapter in progressive education reform that begins to chart a course away from the target-driven, exam-obsessed, managerial performance culture that has permeated our system in recent years.

Labour's policy of teacher revalidation aims to strike the careful balance we need between the long-term ambition of a proactive, empowered teaching profession with the urgency required to improve our children's achievement in the here and now. We believe that it is a policy that can profoundly improve teacher quality and thus, raise our children's aspirations and achievement. Therefore, we are extremely hopeful that this exciting movement that is already beginning to transform teaching will want to embrace it as its own.

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