



Department  
for Education

# Call for evidence

**A standard for teachers' professional  
development**

**Respond by: 16 October 2015**

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# Introduction

## The Teachers' Professional Development Expert Group

The Teachers' Professional Development Expert Group is seeking to develop a 'Standard for Teachers' Professional Development' in England.

The new standard will be non-statutory – schools will still be able to define their approach to professional development according to their own needs. The standard will aim to set out a clear description of effective practice in professional development for teachers. It will:

- help teachers and providers of teacher training to understand aspects of good-quality professional development;
- clarify some common misconceptions; and
- complement the existing 'Teachers' Standards'.

## This call for evidence

This call for evidence gives everyone with an interest in teachers' professional development the opportunity to contribute their thoughts and ideas to the expert group.

The group is particularly interested in evidence about the types, formats and activities, and the supporting environment and culture in schools for professional development to be effective.

The group is interested in the standard having relevance for the three groups who have a role in professional development:

- individual teachers;
- schools and head teachers; and
- providers (those who offer both content and forms of provision).

## Members of the Teachers' Professional Development Expert Group

The Professional Development Expert Group comprises:

- **David Weston (Chair):** CEO of the Teacher Development Trust (TDT) and a former teacher. David is also governor at a primary and a secondary school.
- **Hélène Galdin-O'Shea (Vice Chair):** Research Advocate and English and Media teacher at Park High School in Harrow, London, and a co-founder of *ResearchED*.
- **Philippa Cordingley:** Founder and CEO of the Centre for the Use of Research and Evidence in Education (CUREE), and lead author of the TDT's systematic review into effective teacher development.

- **Professor Rob Coe:** Professor of Education and Director, CEM Centre, Durham – one of the authors of the TDT’s systematic review into effective teacher development.
- **Dame Alison Peacock:** Executive Headteacher of The Wroxham School and Educational Research Centre.
- **Alex Quigley:** Curriculum Deputy, Director of Learning & Research and English teacher at Huntington School, York.
- **Micon Metcalfe:** Specialist Leader of Education (SLE) in School Business Management at Dunraven School, Streatham, London
- **Stéphanie Lefort:** Head of Teaching and Learning Development at Aylsham School in Norfolk.
- **Simon Knight:** Special School Deputy Head at Frank Wise in Oxfordshire, Associate Director at the National Education Trust, and Director of Teaching School at the Oxfordshire Teaching Schools Alliance.

In addition, two guest members also contribute to the work of the group:

- **Jonathan Sharples:** Senior Researcher at the Education Endowment Foundation, and Partnerships Manager of the Institute for Effective Education at University of York.
- **Professor Jonathan Shepherd CBE FMedSci:** Honorary Fellow of Royal College of Surgeons, Commission Member of Royal College of Teaching PTI Commission, proposer for the College of Policing, a Member of Council of the Academy of Medical Sciences, and a member of the Home Office Science Advisory Council.

The group is also attended by an observer from Ofsted.

## About this call for evidence

This call for evidence asks five questions about teachers' professional development in England.

## How to respond

The questions in this call for evidence are designed to stimulate a wide range of views from a wide range of stakeholders, so please do not feel obliged to respond to all the questions asked. It may well be most beneficial for you, if you so choose, to focus on the questions in which you have a particular interest or specific expertise.

Please use the web form on the e-consultation webpage to respond. Alternatively, responses can be sent:

- by email to [pd.expertgroup@education.gsi.gov.uk](mailto:pd.expertgroup@education.gsi.gov.uk); or
- by post to Henry Clarke, Department for Education, Sanctuary Buildings, L2 Teacher Quality Division, Great Smith Street, London SW1P 3BT.

Questions about this call for evidence should be directed to the above email address.

## Deadline for responses

Responses must be sent to the email address above by 16 October 2015 in order to be taken into consideration.

## Additional copies

Additional copies of this document can be downloaded from [www.gov.uk](http://www.gov.uk).

## Plans for publishing the results

The evidence submitted through this call for evidence will be used to inform the work of the Teachers' Professional Development Expert Group, which will report to the Minister of State for Schools, Nick Gibb, by the end of 2015.

A summary of the evidence received will be included in this report and the expert group may quote anonymised views.

## Questions

1. Can you give an example of great professional development practice with which you were involved, which had significant impact on pupil outcomes? If you can, describe what the participants did, what the school did, and what the external expertise was.

In answering question 1, you may wish to address:

- to what extent the professional development activity was typical of your school or group of schools compared to other schools locally;
  - any links between professional development and pupil outcomes and/or career development;
  - any links between professional development and appraisal/development plans; and
  - how the professional development activity was chosen and evaluated.
2. How could the standard help to promote effective professional development practice which has a positive impact on pupils' education?

In answering question 2, you may wish to address the following questions.

- What elements of teachers', school leaders' and professional development providers' practice should the standard emphasise?
  - How could the standard most effectively balance supportive guidance and constructive challenge for teachers, school leaders and professional development providers?
  - How could the standard encourage an evidence-informed approach to professional development?
  - Are there any other standards that you have found particularly helpful? What is it about their format and content that we could learn from?
  - How could the standard be introduced to schools and the wider system to maximise support and minimise workload? Please consider the process of introduction, the timescale, and the support given.
3. How could the standard help shape or improve the provision of professional development (including school-based professional development activities)?

In answering question 3, you may wish to address how this might vary for different types of provision or provider; for example:

- individual, in-school, third-party (other school, higher education institution, private or any other type of provider); and
- programmes, workshops, coaching or mentoring, enquiry or distance / on-line learning support for professional development provision teachers may access.

4. What short-, medium- and long-term approaches might help to remove barriers to professional development and could be reflected in the standard?

In answering question 4, you may wish to address:

- time and structures, including timetabling and impact on workload;
- costs and prioritisation; and
- sourcing, accessing and engaging with knowledge and external expertise.

5. Is there anything else you would like to contribute to help us shape the standard so that is useful in different types and phases of school?

In answering question 5, you may wish to include:

- any other issues that you would like the standards to address, and
- any specific, innovative ideas you would like us to consider.



Department  
for Education

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**Consultation Response Form**

**Consultation closing date: 16 October 2015**  
**Your comments must reach us by that date**

# **Teachers' Professional Development Expert Group call for evidence**

If you would prefer to respond online to this consultation please use the following link: <https://www.education.gov.uk/consultations>

Information provided in response to this consultation, including personal information, may be subject to publication or disclosure in accordance with the access to information regimes, primarily the Freedom of Information Act 2000 and the Data Protection Act 1998.

If you want all, or any part, of your response to be treated as confidential, please explain why you consider it to be confidential.

If a request for disclosure of the information you have provided is received, your explanation about why you consider it to be confidential will be taken into account, but no assurance can be given that confidentiality can be maintained. An automatic confidentiality disclaimer generated by your IT system will not, of itself, be regarded as binding on the Department.

The Department will process your personal data (name and address and any other identifying material) in accordance with the Data Protection Act 1998, and in the majority of circumstances, this will mean that your personal data will not be disclosed to third parties.

<b>Please tick if you want us to keep your response confidential.</b>	<input type="checkbox"/>
Reason for confidentiality:	

Name: Bernard Murphy	
Please tick if you are responding on behalf of your organisation.	<input checked="" type="checkbox"/>
Name of Organisation (if applicable): Mathematics in Education and Industry (MEI)	
Address: Monckton House, Epsom Centre, White Horse Business Park, Trowbridge, Wiltshire. BA14 0XG	

If your enquiry is related to the DfE e-consultation website or the consultation process in general, you can contact the Ministerial and Public Communications Division by e-mail: [consultation.unit@education.gsi.gov.uk](mailto:consultation.unit@education.gsi.gov.uk) or by telephone: 0370 000 2288 or via the Department's ['Contact Us'](#) page.

What is your gender?

<input checked="" type="checkbox"/> Male	<input type="checkbox"/> Female
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What is your age in years?

<input type="checkbox"/> 0-19	<input type="checkbox"/> 20-29	<input type="checkbox"/> 30-39
<input checked="" type="checkbox"/> 40-49	<input type="checkbox"/> 50-59	<input type="checkbox"/> 60-64
<input type="checkbox"/> 65+		

What is your ethnicity?

<input type="checkbox"/> Asian / Asian British - Bangladeshi	<input type="checkbox"/> Asian / Asian British - Indian	<input type="checkbox"/> Asian / Asian British - Pakistani
<input type="checkbox"/> Asian / Asian British - Other (please state)	<input type="checkbox"/> Black / Black British - African	<input type="checkbox"/> Black / Black British - Caribbean
<input type="checkbox"/> Black / Black British - Other (please state)	<input type="checkbox"/> Chinese	<input type="checkbox"/> Mixed - Asian and White
<input type="checkbox"/> Mixed - Black African and White	<input type="checkbox"/> Mixed - Black Caribbean and White	<input type="checkbox"/> Mixed - Chinese and White
<input type="checkbox"/> Mixed - Other (please state)	<input type="checkbox"/> White - British / Mixed British	<input checked="" type="checkbox"/> White - English
<input type="checkbox"/> White - Irish	<input type="checkbox"/> White - Scottish	<input type="checkbox"/> White - Welsh
<input type="checkbox"/> White - Other (please state)	<input type="checkbox"/> Other (please state)	

Please Specify:
-----------------

If you are responding as an individual, which of the following options best describes you?

<input type="checkbox"/> Teacher	<input type="checkbox"/> Middle leader (e.g. head of department)	<input type="checkbox"/> Senior leader (e.g. head teacher)
<input type="checkbox"/> Researcher	<input type="checkbox"/> Other (please state)	

Please Specify:

If you are responding on behalf of an organisation, which of the following options best describes your organisation?

<input type="checkbox"/> School	<input checked="" type="checkbox"/> Training or professional development provider	<input type="checkbox"/> Both school and provider
<input type="checkbox"/> Other (please state)		

Please Specify:

If you work in a school, what phase(s) do you teach? Please select all that apply.

<input type="checkbox"/> Early years	<input type="checkbox"/> Infant	<input type="checkbox"/> Junior
<input type="checkbox"/> Primary	<input type="checkbox"/> Lower	<input type="checkbox"/> Middle
<input type="checkbox"/> Secondary	<input type="checkbox"/> Upper	<input type="checkbox"/> Sixth form
<input type="checkbox"/> Further education	<input type="checkbox"/> 14-19	<input type="checkbox"/> All-through
<input type="checkbox"/> Non-teaching role		

If you work in a school, in which type(s) of school are you based? Please select all that apply.

<input type="checkbox"/> Local authority/community	<input type="checkbox"/> Academy/free school	<input type="checkbox"/> Independent
<input type="checkbox"/> Special school	<input type="checkbox"/> Grammar school	<input type="checkbox"/> Faith school
<input type="checkbox"/> Alternative provision/pupil referral unit	<input type="checkbox"/> Other (please state)	<input type="checkbox"/> I do not work in a school

Comments:

If you work in a school, in which county or London Borough is your school based?

Comments:

How many years have you worked/did you work in teaching or in schools?

<input type="checkbox"/> 0-4	<input type="checkbox"/> 5-9	<input checked="" type="checkbox"/> 10-14
<input type="checkbox"/> 20-24	<input type="checkbox"/> 25-29	<input type="checkbox"/> 30+
<input type="checkbox"/> I have not worked in teaching or in schools.		

How did you hear about this call for evidence? Please select all that apply.

<input type="checkbox"/> Communication from the Department for Education	<input type="checkbox"/> Communication from the Teachers' Professional Development Expert Group	<input type="checkbox"/> Social media
<input type="checkbox"/> School	<input checked="" type="checkbox"/> Other (please state)	

Comments:  
DfE website

1 Can you give an example of great professional development practice with which you were involved, which had significant impact on pupil outcomes? If you can, describe what the participants did, what the school did, and what the external expertise was.

In answering question 1, you may wish to address:

- to what extent the professional development activity was typical of your school or group of schools compared to other schools locally;
- any links between professional development and pupil outcomes and/or career development;
- any links between professional development and appraisal/development plans; and
- how the professional development activity was chosen and evaluated.

MEI offers a range of professional development (PD) for secondary and post-16 mathematics teachers, including online PD, one- and two-day courses often with an additional online element, and year-long sustained courses. All of these are grounded in research and evidence of successful practice, in particular by reflecting on feedback received and adhering to the quality criteria of the National Centre for Excellence in the Teaching of Mathematics (NCETM) Continuing Professional Development (CPD) Standard (<https://www.ncetm.org.uk/resources/21049>), which are based in research evidence.

Our sustained courses combine regular face-to-face study days with support using an online classroom, purpose-designed teaching and learning resources and on-going email support. The participants are required to undertake gap tasks, possibly in partnership with their colleagues, and reflect on all aspects of the course during study days. It is particularly from these longer courses that participants report both subsequent career development and improved pupil outcomes.

The standard needs to emphasise that sustained PD programmes have the greatest impact on improving student results.

One such course is the 'Teaching Advanced Mathematics' (TAM) course. Set up in 2004, this has undergone extensive evaluation. In 2008 the first 100 course participants, on courses from 2004 to 2007, were contacted to ask them to review TAM; see page 10 of [http://www.mei.org.uk/files/pdf/TAM\\_Report.pdf](http://www.mei.org.uk/files/pdf/TAM_Report.pdf) for comments on career progression. More recent typical examples of feedback include the following.

- 'I just wanted to let you know that yesterday I got the job of Key Stage 5 coordinator in my school! Just wanted to say a huge thank you for all your help; without the TAM course I wouldn't have had the knowledge or confidence to go for it.'
- 'Despite the school's A level results going down last year, their Maths results went up and the classes were taught by the three teachers who did TAM in 2012/13 and 2013/14. They've got two more on the current course.'
- 'We've now sent five teachers to the MEI TAM course over three years as it was

clear to me that the course had a huge impact on improving both teacher's subject knowledge and the way in which they planned A Level lessons... Last year Year 12 were taught by inexperienced A Level teachers who had recently completed the MEI TAM course. The students gained a healthy, positive, L3VA residual and are all now continuing onto the A2 course. As the Curriculum Leader I'm now happy to have sustainable expert teaching of A Level Maths in the department as a direct result of this course.'

- 'The results of the students I taught were significantly above the national average and, crucially, improved when comparing to my results prior to completing the TAM course. The students were more confident especially when problem solving, and were more eager to take a number of different approaches rather than just one which had been 'noted'.'

Similar feedback is often received from participants on the year-long 'Teaching GCSE Mathematics' (TGM) course:

- 'I would just like to say how much I enjoyed the TGM course. I feel that my students have really benefitted from this course in a number of ways... My confidence has grown, which has helped me deliver GCSE maths in a more confident and secure way... The whole course, both online sessions and the workshop was interesting, informative and has done a lot to boost my confidence.'
- 'It is quite difficult to measure as I had never taught GCSE before but I'm sure my students have benefitted from the approaches I learned at TGM as well as all of the resources. In addition our college has developed a weekly GCSE planning group which I, along with everything I learned at TGM, have been able to feed into and share with my fellow GCSE colleagues. This means it is not only my students that have benefitted but all of our GCSE students.'

2 How could the standard help to promote effective professional development practice which has a positive impact on pupils' education?

In answering question 2, you may wish to address the following questions.

- What elements of teachers', school leaders' and professional development providers' practice should the standard emphasise?
- How could the standard most effectively balance supportive guidance and constructive challenge for teachers, school leaders and professional development providers?
- How could the standard encourage an evidence-informed approach to professional development?
- Are there any other standards that you have found particularly helpful? What is it about their format and content that we could learn from?

- How could the standard be introduced to schools and the wider system to maximise support and minimise workload? Please consider the process of introduction, the timescale, and the support given.

In order to have a positive impact on pupils' mathematics education, the focus of the standard must be on subject specific PD, describing to senior leaders the reasons behind the need for subject-specific, rather than generic, sustained PD.

As detailed in the ACME report 'Continuing Professional Development for teachers of mathematics' (<http://www.acme-uk.org/media/1463/continuing%20professional%20development%20for%20teachers%20of%20mathematics.pdf>): *'... the technical nature of mathematics and the subtle links within it mean that there is a special requirement for CPD among those who teach mathematics, both the newly qualified and the high proportion of experienced teachers who do not have an appropriate mathematics background and whose understanding of the subject itself may therefore be limited.'*

The standard should promote and identify relevant subject-specific PD for teachers at all career stages and in all positions of responsibility.

The standard should encourage all schools to subscribe to the long term vision that, by investing in the PD of all their staff, they are committing to medium- to long-term improvements in pupil outcomes in their own school, and are also helping to improve educational standards nationally.

The standard should support senior leaders in identifying, with their subject leaders, where PD is needed, at both individual teacher and department-wide levels. It should offer ways in which individual teachers can be encouraged to contribute to this process and thereby take ownership of their PD whilst collaborating with like-minded colleagues. It should direct senior leaders to consider ways in which new learning can be embedded in the classroom, and how PD will be evaluated. It should describe a supportive structure in which teachers are helped to embed new ideas in their teaching in a non-judgemental setting. The standard should emphasise that the evaluation of PD should assess both short term impact, focused on the needs of the individual teacher or department-wide priorities, and longer term impacts on students. It should provide guidance for senior managers on developing a school CPD policy. Ideally, this should be supported by Ofsted.

The standard should direct school leaders to examples of evaluated good practice, where they exist, such as to those who have been awarded the NCETM's CPD Standard for Mathematics.

The standard should promote subject-specific PD for heads of departments. The role of a head of department is far broader than that of the classroom teacher; whereas the priority of the classroom teacher is his/her current students, the head of department needs to adopt a long-term, whole school view. Related PD should help them to focus on a coherent vision of their subject and its teaching, both in their own department and, in the case of mathematics, across the whole school.

Due to the national shortage of mathematics teachers, many students are taught mathematics by non-specialists. The standard should promote sustained support for non-

specialists, to develop subject knowledge and mathematics-specific pedagogy. The standard should direct schools that find themselves unable to attract sufficient numbers of subject specialists to high-quality, well-evidenced PD that is designed to meet the needs of non-specialists teaching mathematics.

Teachers should be aware of the value of ongoing PD and should view engaging with PD as a key part of their role as skilled professionals. The standard should ensure teachers have easy access to information about ways in which they can develop as professionals in terms of subject knowledge, a deeper understanding of how children learn their subject and ways in which this can be applied effectively in the classroom. Such information should include access to relevant research, so that teachers are not swayed by 'this resource worked for me' but instead develop an increasing awareness of the role of research in education, and their possible contribution to it. The standard should provide case studies of how teachers and departments have accessed research, expertise and support, and how this has contributed to improved teaching and pupil outcomes.

3 How could the standard help shape or improve the provision of professional development (including school-based professional development activities)?

In answering question 3, you may wish to address how this might vary for different types of provision or provider; for example:

- individual, in-school, third-party (other school, higher education institution, private or any other type of provider); and
- programmes, workshops, coaching or mentoring, enquiry or distance / on-line learning support for professional development provision teachers may access.

In setting out a clear description of effective practice in PD for teachers, this standard should be the first step towards a system where

- PD providers in all subjects have a quality mark to aspire to;
- all teachers have access to detailed information about high quality provision;
- every school has a transparent CPD policy through which it can apply for ring-fenced funding for PD activities for its staff, and by which it will be judged.

Where nationally recognised quality marks already exist, such as the NCETM's CPD Standard, the standard should direct school leaders to providers who have attained them.

The standard should give subject specific examples of effective PD in each context (individual, in-school, third-party) and clear descriptors of what make these particularly effective.

The standard should provide leaders of in-school PD with support in developing as leaders of external PD. The NCETM PD Leads Support Programme provides a framework through which PD providers design, carry out and reflect on their PD offer. For example, they are encouraged to focus on outcomes of their PD: in precisely what ways will the teachers' beliefs and practices develop as a result of the PD and how will this be evidenced? The standard should make such guidance available and provide examples.

The standard should include a wide range of up to date research that has been carried out into the characteristics of effective PD; for example the NCETM's RECME report:

<https://www.ncetm.org.uk/public/files/387088/NCETM+RECME+Final+Report.pdf>

The standard should recognise the potential of online PD, such as the Live Online PD provided by the Further Mathematics Support Programme. It should provide users and providers with information on the characteristics of effective online PD. However, it should also recognise that online PD can only ever be part of the provision; teachers need face-to-face support in embedding ideas and reflecting on their practise with others.

4 What short-, medium- and long-term approaches might help to remove barriers to professional development and could be reflected in the standard?

In answering question 4, you may wish to address:

- time and structures, including timetabling and impact on workload;
- costs and prioritisation; and
- sourcing, accessing and engaging with knowledge and external expertise.

The main barrier to PD is senior leaders not allowing teachers the time to take part in PD activities, whether these are internal (such as time off timetable for whole departments) or external (such as attending courses). Senior leaders need to be convinced of the benefits of PD if they are to release colleagues to engage with it; to help convince them, the standard should provide detailed examples from a range of schools of the positive impact of effective PD on pupil results and teacher retention and morale.

The standard should explain ways in which schools can structure PD which requires minimal teacher release, along with ways in which such PD might be designed, the ideas embedded in class teaching and the impact evaluated. Examples might include teaching-focused departmental meetings, an afternoon off timetable each half term for subject specific PD or local schools planning simultaneous inset days each year for all local subject-specialists to meet and work together. The standard should describe existing and on-going research into the effectiveness of the various ways schools have found to provide PD time.

In the long term, when quality-marked PD is widely available, each school should be able to apply for a ring-fenced CPD budget to support its CPD policy. Ofsted should scrutinize schools' PD policies and question the use of CPD budget on PD that is not quality marked.

5 Is there anything else you would like to contribute to help us shape the standard so that it is useful in different types and phases of school?

In answering question 5, you may wish to include:

- any other issues that you would like the standards to address, and
- any specific, innovative ideas you would like us to consider.

Comments:

Thank you for taking the time to let us have your views. We do not intend to acknowledge individual responses unless you place an 'X' in the box below.

<b>Please acknowledge this reply.</b>	x
E-mail address for acknowledgement: Bernard.murphy@mei.org.uk	

Here at the Department for Education we carry out our research on many different topics and consultations. As your views are valuable to us, please confirm below if you would be willing to be contacted again from time to time either for research or to send through consultation documents?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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All DfE public consultations are required to meet the Cabinet Office [Principles on Consultation](#)

The key Consultation Principles are:

- departments will follow a range of timescales rather than defaulting to a 12-week period, particularly where extensive engagement has occurred before
- departments will need to give more thought to how they engage with and use real discussion with affected parties and experts as well as the expertise of civil service learning to make well informed decisions
- departments should explain what responses they have received and how these have been used in formulating policy
- consultation should be 'digital by default', but other forms should be used where these are needed to reach the groups affected by a policy
- the principles of the Compact between government and the voluntary and community sector will continue to be respected.

If you have any comments on how DfE consultations are conducted, please email: [consultation.unit@education.gsi.gov.uk](mailto:consultation.unit@education.gsi.gov.uk)

**Thank you for taking time to respond to this consultation.**

Completed responses should be sent to the address shown below by 16 October 2015

Send by post to: Henry Clarke, Department for Education, Sanctuary Buildings, L2  
Teacher Quality Division, Great Smith Street, London SW1P 3BT

Send by e-mail to: [pd.expertgroup@education.gsi.gov.uk](mailto:pd.expertgroup@education.gsi.gov.uk)