

A large pink geometric graphic consisting of a central hexagon with a vertical line extending upwards and a diagonal line extending downwards to the right, all set against a dark blue background.

Chartered College of Teaching Teachers' Manifesto

2019

CHARTERED
COLLEGE OF
TEACHING

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Introduction

With the general election campaign underway, attention across the teaching profession is focused on the education pledges from each party.

As the professional body for teaching, the Chartered College of Teaching wants to ensure that there is a focus on the support our teachers need to deliver the best possible education for young people.

We invited our members to submit their comments and suggestions on four key areas we would like to see all parties give attention.

This is their **Teachers' Manifesto**.

We believe the Chartered College of Teaching and its members can play a strong role in working with the Government to deliver on these four areas. They also will complement the work which other organisations are undertaking to support our teaching profession.

The four goals are:

1. Improved quality of teacher CPD
2. Improved teacher job satisfaction
3. The teaching profession is research-informed
4. Establish career-pathways focused on classroom

We wish to thank our members for taking part and sharing their views.

The Chartered College of Teaching

1.Improved Quality of Teacher CPD

CPD providers should be quality-assured

To ensure that information is research-informed and to avoid the promotion of a specific point of view or agenda.

There should be a national expectation for teachers to complete regular CPD

This would bring teaching in line with models from medicine, law or engineering. Where teachers have shown a desire, they should be supported to work towards formal qualifications, such as Chartered Teacher Status or a Master's. CPD points should also count towards official qualifications.

Teachers should be entitled to a specific amount of CPD per year

This time should be incorporated into their school days (e.g. extended PPA time, more INSET days) instead of twilight, during holidays and weekends. However, in order to best respond to teachers' and school's needs, they should have some flexibility in choosing a CPD model that best works for them.

CPD should take place regularly and over longer periods of time

Teachers should be assigned enough time for reflection and discussion with colleagues from the same school or region. Teachers should be given the time to participate in regular (daily or weekly) individual research.

Increased teacher-led CPD

Teachers should be able to specialise in CPD delivery. Ideally, much CPD should take a coaching/mentoring approach.

2. Improved teacher job satisfaction

Tackle the negativity surrounding teaching and teachers

Members raised concerns about the negative narrative from some politicians, the media and society. They highlighted the importance of changing the discourse around teaching and called for greater recognition of the vital importance of teaching and the impact on the future of society and celebrating achievements and best practice.

Reduction in contact hours

Members have called for a reduction to enable better planning during contracted hours, rather than in the evenings and weekends. Suggestions included an increase in PPA time, additional free periods, more inset or wellbeing days and even a consideration of revising term times and holidays.

More coaching and mentoring

This would support teacher mental health and improve collaboration across the profession which could in return help to reduce duplication.

Greater focus on flexible working

This was highlighted as an important step towards an improved work-life balance. School calendars should be balanced to allow for more flexible and part-time working as is common practice in other jobs and disciplines.

More support for experienced teachers including sabbaticals

While the increased support for NQTs is positive, there needs to be greater support for experienced teachers, who often carry the burden of high staff turnover. Sabbaticals were suggested as a potential incentive to increase teacher motivation and wellbeing.

Reduce workload

Particularly relating to teaching and marking practices which have been shown to be ineffective and administrative tasks.

Changes to the accountability system

An increased focus on *'unmeasurables'*, such as student wellbeing, the ability to collaborate and resilience. Teachers should be consulted on their areas of expertise (e.g. curriculum development, teaching). The accountability system should allow for more freedom in the classroom.

Focus on student behaviour

An area that increases teacher stress. There were requests for more control and power over behaviour regulation and increased pastoral care.

3. The Teaching Profession is Research-informed

More time to read and discuss research

Members have called for an increase in non-contact time and inset days and greater opportunities for teachers to exchange and discuss research findings school-wide and regionally.

A requirement for CPD to be research-informed

Members believe this is one way to increase current levels of research engagement and confidence in critiquing research findings. This could be achieved through research leads, researchers in residence and/or through research-informed CPD leads.

The expectation for teachers, leaders and policy to be research-informed

Members want to see this made more explicit and made a priority by the government. This could be through its inclusion in teacher standards and included in ITT. Members want to see greater support for teachers to undertake professional qualifications such as the Chartered Teacher Programme. Government decisions should be research-informed and teacher expertise should be considered.

Greater HE institution and school collaboration

This could help improve the link between research and practice and make research more relevant to practice. Teachers should have access to high-quality research, such as through access to university libraries and databases.

Greater access to research

Support teachers to access regular research bulletins and research summaries to understand what does and *does not* work.

4. Establish career-pathways focused on classroom expertise

Establish systems of collaboration

This would enable teachers to exchange insights with peers and the opportunity to share experiences both nationally and internationally.

Expert teachers to become mentors

Enable expert teachers to have greater involvement in mentoring early career teachers and colleagues and be recognised for this important role.

Provide secondment opportunities

Teachers should be given the opportunity to visit other schools, work with DfE on new policies or focus on research engagement (either through independent study or university collaboration)

Greater promotion of qualifications recognising expert teachers

Teachers want greater recognition for their expertise as classroom practitioners. The introduction of a subject specialist route alongside school management and or pastoral care could achieve this. As could the recognition of expert practitioner programmes such as the Chartered Teacher Programme.

Pathways need to be more flexible and clearer

This would help to overcome the exclusion of teachers with caring responsibilities, illnesses or disabilities. Each pathway and the steps involved must be more transparent. In addition, information about various career pathways should be made more widely available.

Greater flexibility to switch between career pathways and schools.

Members reported that the current system makes it difficult to transfer pay grades from one school to another, particularly when moving from public to private or between MATs. The school system should also recognise skills and qualifications from outside the education sector and vice versa.

