



THE PRINCE'S
**TEACHING
INSTITUTE**

**A new, member-driven
College of Teaching**

A Blueprint

Appendix C:

**Results of the Teacher
and Headteacher Survey**

February 2014



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Executive summary

Teachers and Headteachers have expressed widespread support for the idea of a new, independent, member-driven College of Teaching, with over 68% of respondents thinking that membership should be voluntary.

The strongest support was for a body to provide a voice for the profession on professional standards, educational policy, raising the status of teaching in society and advising policy-makers on curriculum, assessment and school inspection. There was also strong support for its enabling teacher-defined standards, recognising high achievement, structuring professional development, and providing digests of international research and what is working in other schools.

Mentoring was seen as an attractive feature by a majority of teachers and Headteachers, and a majority also indicated that they were willing to mentor other Members of the College. However, some respondents expressed concerns about the time commitment required for mentoring.

It was largely agreed that the tiered membership and certification process would enhance professional learning. When recruiting new staff, 60% Headteachers would view applicants favourably if they were members of a College of Teaching.

More than 60% of teachers and Headteachers were prepared to pay at least £75-£175 for annual membership.

There was support for giving up school time for assessment purposes and not receiving additional financial remuneration for assessment work. However, 48% of Headteachers were unlikely to release members of staff for more than 2-3 days per annum at most. Furthermore, most teachers do not feel that the proposed fee of £250-500 for certification is reasonable, even though more than a third of them are likely to have the fee paid by their school.

Context

Although the idea has been around for a long time, the latest impetus for the idea of a new member-driven College of Teaching was provided in May 2012 by the cross-party Education Committee. At an exploratory workshop held by the PTI in September 2012 with over 30 members of the education community, there was a unanimous request that the Prince's Teaching Institute (PTI) lead work to investigate the idea further.

In response, the PTI established a Committee of Teachers and a Commission of senior individuals to lead the work, and in June 2013, these groups authored a Discussion Document¹ which set out a blueprint for a new, member-driven College of Teaching. At the same time, associated online surveys for teachers and headteachers were launched. The results of these surveys are outlined in this document.

Survey responses

The text and questions to the Teacher Survey are detailed in Appendix 1, and Headteacher Survey in Appendix 2. Between June and October 2013, 911 responses to the Teacher Survey and 288 responses to the Headteacher Survey were received. The respondents' demographics are detailed in Appendix 3.

Overall, Teachers and Headteachers have expressed widespread support for the idea of a new, independent, member-driven College of Teaching. 82% of teachers strongly agreed/agreed that there is a role for a new, independent member-driven College of Teaching and 87% of Headteachers strongly agreed/agreed. 81% of Headteachers indicated that they would encourage their staff to become members of the College, as presented in the survey.

"I feel that there is a role for a new, independent, member-driven College of Teaching"

	Teachers' survey	Headteachers' survey
Strongly agree	49%	58%
Agree	33%	29%
Neutral	11%	9%
Disagree	3%	3%
Strongly disagree	4%	1%

"I would encourage my staff to become members of a College of Teaching, as presented here"

	Headteachers' survey
Strongly agree	43%
Agree	38%
Neutral	13%
Disagree	3%
Strongly disagree	3%

¹ Available at www.princes-ti.org.uk/CollegeofTeaching/

79% of teachers and 68% of Headteachers thought that membership should be voluntary.

“I think that membership of the College of Teaching should be voluntary”

	Teachers’ survey	Headteachers’ survey
Strongly agree	39%	36%
Agree	40%	32%
Neutral	9%	11%
Disagree	8%	16%
Strongly disagree	3%	5%

The strongest support was for a body to provide a voice for the profession on professional standards and educational policy, raising the status of teaching in society and advising policy-makers on curriculum, assessment and school inspection.

How important to you are the following functions of a College of Teaching?

Providing a voice for the profession on professional standards

	Teachers’ survey	Headteachers’ survey
Strongly agree	76%	77%
Agree	18%	19%
Neutral	1%	0%
Disagree	2%	2%
Strongly disagree	3%	2%

Providing a voice for the profession on on educational policy

	Teachers’ survey	Headteachers’ survey
Strongly agree	77%	84%
Agree	15%	13%
Neutral	3%	0%
Disagree	2%	1%
Strongly disagree	3%	2%

Raising the status of teaching in society

	Teachers’ survey	Headteachers’ survey
Strongly agree	80%	84%
Agree	14%	12%
Neutral	3%	1%
Disagree	1%	1%
Strongly disagree	2%	2%

“I think the College should seek to advise policy-makers on.....”

“...curriculum”

	Teachers’ survey	Headteachers’ survey
Strongly agree	73%	80%
Agree	20%	15%
Neutral	3%	4%
Disagree	2%	0%
Strongly disagree	2%	1%

“...assessment”

	Teachers’ survey	Headteachers’ survey
Strongly agree	73%	80%
Agree	20%	17%
Neutral	3%	2%
Disagree	2%	0%
Strongly disagree	2%	1%

“...school inspection”

	Teachers’ survey	Headteachers’ survey
Strongly agree	70%	78%
Agree	20%	17%
Neutral	5%	3%
Disagree	3%	1%
Strongly disagree	2%	1%

There was also strong support for its enabling teacher-defined standards, recognising high achievement, structuring professional development, and providing digests of international research and what is working in other schools.

How important to you are the following functions of a College of Teaching?

Enabling teacher-defined professional standards

	Teachers' survey	Headteachers' survey
Strongly agree	63%	72%
Agree	29%	23%
Neutral	4%	1%
Disagree	2%	2%
Strongly disagree	2%	2%

Recognition of high achievement unrelated to school seniority

	Teachers' survey	Headteachers' survey
Strongly agree	58%	52%
Agree	29%	34%
Neutral	7%	6%
Disagree	3%	6%
Strongly disagree	3%	2%

Structured, personalised professional development

	Teachers' survey	Headteachers' survey
Strongly agree	51%	53%
Agree	37%	38%
Neutral	6%	2%
Disagree	3%	5%
Strongly disagree	3%	2%

“Receiving digests from the College that tell me about relevant international research and what is working in other schools is attractive to me”

	Teachers' survey	Headteachers' survey
Strongly agree	45%	56%
Agree	42%	34%
Neutral	9%	7%
Disagree	2%	2%
Strongly disagree	2%	1%

There were very few suggestions for the College fulfilling other functions.

The most frequently suggested additional functions from respondents:

Suggested additional function	Proportion of survey responses		
	Teacher	Headteacher	Total
Initial Teacher Training	4%	4%	4%
Pay and conditions	4%	3%	4%

Respondents' supportive comments focused principally on the College's potential to influence policy-making, the value of its independence and the potential to raise the status of the profession. The top six categories of comments were:

1. Could provide teachers and Headteachers with a means to influence policy-making, especially in the creation of standards (111 comments)

"It makes much more sense for excellent teachers to be at the forefront of driving standards forward than policy-makers who are usually looking in from the outside with no real experience of teaching."

2. Will give teaching an independent, unified and respected voice on matters relating to education (98 comments)

"To provide support for those teachers committed to the classroom and to create a strong independent voice in the education debate. This voice should be the voice of teaching practitioners."

3. Could take back ground from the government and political parties, and will buffer education from the cyclical change of governmental politics (93 comments)

"This is surely a necessary move if the profession is to evolve independently and uniquely, based on the needs of young people in this country? Simply bumbling through for a four year political cycle is not appropriate and does little but cheapen the profession and the education that can be provided."

4. Will engender professional recognition for teachers, especially in relation to other professions (59 comments)

"Teachers do not enjoy the same status and 'clout' as fellow professionals such as doctors, lawyers and architects. An independent, apolitical, member-governed body would correct this."

5. Its independence and political neutrality (58 comments)

"To establish an independent evidence based profession rather than a politically driven one."

6. Will raise the public status of the profession (43 comments)

"A professional body would be able to provide positive press outside of either government or union agendas, and hopefully recover and engender the reputation of teaching as a valued and challenging profession."

There were many fewer negative comments; these focused on potential lack of empowerment, duplication with existing bodies, fear of it being like the GTC and not feeling there is a need for the College. The top four negative comments were:

1. Not convinced it will not be effective, either due to a lack of empowerment from Government or due to a flaw in the proposed design (21 comments)
2. Feel that the proposed functions are already being fulfilled by other bodies/institutions (18 comments)
3. Fear it will be too much like the GTC (9 comments)
4. Do not see the need for it (7 comments)

Mentoring was seen as an attractive feature by 68% of teachers and 66% of Headteachers, and 54% of teachers and 68% of Headteachers indicated that they were willing to mentor other Members of the College.

“Having a mentor as part of my College membership is attractive to me”

	Teachers’ survey	Headteachers’ survey
Strongly agree	26%	29%
Agree	42%	37%
Neutral	20%	26%
Disagree	4%	6%
Strongly disagree	8%	2%

“If I were a College Fellow or Member, I would be willing to mentor other members of a College of Teaching in my own time without financial compensation”

	Teachers’ survey	Headteachers’ survey
Strongly agree	17%	32%
Agree	37%	36%
Neutral	24%	19%
Disagree	15%	9%
Strongly disagree	7%	4%

However, some respondents expressed concerns about the time commitment required for mentoring:

“I am already a mentor, which is really rewarding. It can also be very, very time-consuming and stressful if the trainee is very demanding. I really do not think that all teachers will be motivated to mentor if they are not paid to do this. I also think that not all mentors will be consistent - this will need to be dealt with so that trainees receive consistent mentoring.”

“As an experienced teacher I freely give many hours of my time each year to mentoring. I am not willing to pay for the privilege of doing so.”

“As the teaching profession is already a profession where one is regularly observed and one’s performance monitored and evaluated both within school and by existing external inspection

bodies, I am not sure how helpful or feasible it would be to introduce a further system of mentoring.”

It was largely agreed that the tiered membership and certification process would enhance professional learning.

“The tiered membership and certification process outlined would motivate me to enhance my professional learning”

	Teachers’ survey	Headteachers’ survey
Strongly agree	25%	36%
Agree	43%	32%
Neutral	18%	19%
Disagree	8%	10%
Strongly disagree	6%	3%

When recruiting new staff, 60% Headteachers would view applicants favourably if they were members of a College of Teaching

“When recruiting new staff, I would view applicants favourably if they were members of a College of Teaching, as presented here”

	Headteachers’ survey
Strongly agree	28%
Agree	32%
Neutral	30%
Disagree	6%
Strongly disagree	4%

More than 60% of teachers and Headteachers were prepared to pay at least £75-£175 for annual membership.

“Given the proposed benefits and aims of the College, I would be willing to pay subscription rates in the region of:”

“Associate: £75-100 per annum”

	Teachers’ survey	Headteachers’ survey
Yes	31%	52%
Lower end of range only	44%	32%
Don’t know	6%	3%
No	19%	13%

“Member: £125-140 per annum”

	Teachers’ survey	Headteachers’ survey
Yes	26%	50%
Lower end of range only	41%	34%
Don’t know	7%	2%
No	26%	14%

“Fellow: £175-250 per annum”

	Teachers’ survey	Headteachers’ survey
Yes	21%	52%
Lower end of range only	39%	32%
Don’t know	9%	3%
No	31%	13%

When asked to make general comments about the idea, the majority of responses related to concerns about costs. Typical responses are:

“Whilst I appreciate the need to cover cost there is a danger that membership on top of union membership would be quite an outlay for colleagues and consequently may be a bar for some, which could deprive the College of some very skilled practitioners. I would propose that membership, and possibly certification fees, should be related to pay scale position.”

“I think on the whole it sounds really good, however while I accept that fees are necessary it is too much for new teachers when the pension contributions are high. They just don't earn enough money.”

“We earn considerably less than the other professions mentioned above so I think these costs are too high. Perhaps there should be a sliding scale depending on income.”

“Subscriptions should be based on the level of pay received by teachers; it is not really reasonable to set subscriptions at the same level as other professional organisations whose members, on average, earn considerably more.”

“The combination of fairly high fees, in addition to subscriptions to professional associations, and voluntary membership could have the consequence of making this a very small group. ”

"I think that the costs of membership require serious consideration. Unlike other professions this membership would not entitle a member to further promotions or financial gain. Neither would it provide the legal support of union membership. A member for 10 years would pay £14,000 and gain "a voice", professional recognition and CPD, I don't believe that this represents good value."

"I can see why these amounts have been decided upon, but I think that in the current financial climate the higher prices are too much and may deter people from joining/progressing".

There was support for giving up school time for assessment purposes and not receiving additional financial remuneration for assessment work. However, 48% of Headteachers were unlikely to release members of staff for more than 2-3 days per annum at most.

"If I were a College Member of Fellow, I would be willing during school time to visit and assess other members of the College as part of the certification process without additional financial compensation"

	Teachers' survey	Headteachers' survey
Strongly agree	17%	33%
Agree	42%	41%
Neutral	21%	14%
Disagree	14%	8%
Strongly disagree	6%	4%

"I would consent to release members of staff who were College Members of Fellows for 2-5 days per annum on average to certify other members of the College"

	Headteachers' survey
Definitely, yes	21%
Most likely, yes	26%
Most likely 2-3 days per annum at most	38%
No	10%

Furthermore, most teachers do not feel that the proposed fee of £250-500 for certification is reasonable, even though over a third of teachers and Headteachers would be likely to have certification fees paid by their schools.

Do you think a fee of £250 - 500 for certification to the next membership tier is reasonable?

	Teachers' survey	Headteachers' survey
Yes	4%	1%
Lower end of range only	32%	41%
Don't know	9%	25%
No	55%	23%

If you were seeking certification, who do you think would pay your certification fee?

	Teachers' survey	Headteachers' survey
Most likely me	59%	60%
Most likely my school	36%	34%
Other	5%	6%

If a member of your staff were seeking certification, who do you think would pay his/her certification fee?

	Headteachers' survey
Most likely him/her	50%
Most likely the school	41%
Other	9%

Appendix 1: The Teachers' Survey

The need for a College of Teaching

The most successful teacher recruitment campaign of recent years had the strapline 'Nobody forgets a good teacher.' It succeeded as a message mostly because it is true.

The breadth of technical, intellectual, professional and personal capabilities that we expect from teachers is extraordinary. Yet, teaching remains the one profession in this country with no independent body to set standards for the profession.

In many other walks of life, professionals choose to belong to a Royal College or similar professional body which serves several critical functions such as setting standards for the profession and generating continuous improvement across the profession.

A new member-driven College of Teaching would serve the same function for teaching.

It would be committed to improving the education of children and young people. It would celebrate high achievement in teaching, embody the highest standards of rigour, be driven by its members, advise policy-makers, and ultimately determine standards for teaching. If the College does its job as effectively as envisaged, teachers nationally will aspire to become members and see the professional opportunities it opens up as a powerful contribution to the development of their careers.

A College with widespread membership will change the educational orthodoxy to one in which standards are determined by teachers and based in evidence, not by political cycle. In so doing it has the potential to give the teaching profession an authoritative voice on matters of teaching values, standards, practice and research, and to raise the status of teaching in the view of society. It would play an important part in unlocking the answers to many of the educational problems and challenges this country faces.

Please answer the question below:

1. "I feel that there is a role for a new, independent, member-driven College of Teaching"

- Strongly Agree Agree Neutral Disagree Strongly Disagree

Please outline your reasons below

A blueprint for discussion

We have created a blueprint for discussion, in order to explore the vision and promote a more detailed debate about the nature of a new College of Teaching.

We propose an organisation whose activities are designed to empower and enable teachers to develop a culture of rigorous professional development, recognition and of collaborative professional support.

To be consistent with the vision outlined on the previous page, this would be an independent organisation where:

- Membership is voluntary and open to all
- Membership signals and embodies commitment to personal professional development
- Standards are high and aspirational.

The College would therefore not be a regulatory body but a supportive one, with no role in disciplinary hearings or in matters of conduct relating to employment. Nor would it seek to represent teachers on matters such as pay and conditions.

The College's principal activities would be:

1. Setting standards
2. Enhancing professionals' development
3. Informing professional practice, standards and policy with evidence

Please answer the question below:

2. "I think that membership of the College of Teaching should be voluntary"

- Strongly Agree Agree Neutral Disagree Strongly Disagree

Setting standards and enhancing professionals' development

A central role of the College would be to provide the means by which the profession will articulate its own vision of high professional practice, through establishing standards. These should not be confused with the regulatory minimum standards of practice, which we believe should remain – initially at least – the remit of Government. These standards will be developed by the profession itself, reviewed regularly and informed by evidence.

These standards could cover five areas:

- Subject content knowledge
- Pedagogical knowledge
- Professional skills
- Contribution to the profession
- Leadership

The core of the College's work will be a system of mentoring and certification, determined and delivered by members of the College, which would empower teachers to take control of their own professional and personal development.

Mentoring

Every member of the College would have a mentor - a member of the College from a different school. The mentoring would be shaped to the benefit of the recipient and informed by the Standards. The College would provide mentors training and guidelines for both parties, to foster a culture of support and professional development.

Membership Tiers

A tiered membership structure of Associate, Member and Fellow would encourage and celebrate the development of a teacher as a professional. In order to ensure that school leadership is not the only path to seniority within the College, the five Professional Areas outlined above could be given equal weight. So, individuals with different portfolios of achievement would still achieve seniority in the College. The core functions of mentoring would be to assist all members to carve out their own professional development path, and to prepare for certification.

Professional Areas		Potential Membership Tiers		
		Associate	Member	Fellow
Level 4 Level 3 Level 2 Level 1	Subject content knowledge	<ul style="list-style-type: none"> All teachers or students in teacher training would be encouraged to join the organisation as Associate members 	<ul style="list-style-type: none"> Teachers who have demonstrated breadth or skill and leadership either in the classroom or school 	<ul style="list-style-type: none"> Exceptional members who have made significant contributions to the profession
	Pedagogical knowledge			
	Professional skills			
	Contribution to the profession			
	Leadership			
Minimum requirement		Commitment to upholding professional standards and personal development. Participation in mentoring.	<ul style="list-style-type: none"> Level 1 in all areas 	<ul style="list-style-type: none"> Level 2 in all areas
Minor requirement			<ul style="list-style-type: none"> Level 2 in at least two areas 	<ul style="list-style-type: none"> Level 3 in at least two areas
Major requirement			<ul style="list-style-type: none"> Level 3 in at least one area 	<ul style="list-style-type: none"> Level 4 in at least one area

Certification

Progression through the tiers must be rigorous and transparent, and will enable the profession to reward its own best practitioners. A system of assessment by other members of the College would encourage self-reflection and constructive support, and is consistent with the ethos of empowering teachers to hold themselves accountable to each other. Certification would require a visit to the teacher's school conducted by a College Fellow or Member. Evidence assembled for assessment purposes, with the help of the mentor, might include classroom observations, lesson plan portfolio reviews, colleague interviews, pupil perspective surveys and one to one meetings.

Evaluation of existing Continuing Professional Development (CPD) courses

The existing unregulated CPD market is difficult to navigate. The College might create a professional development evaluation network. This would ask teachers for structured feedback on CPD courses and providers, based on pre-agreed criteria, to provide an authoritative reference for teachers and College mentors in respect of courses that are right for them.

Running courses for key moments

The College might also support professional development through providing some CPD courses that complement existing CPD offers, such as those provided by subject associations, unions and the PTI, which might be aimed at supporting teachers at moments in their careers when they need more support and which are not currently available.

Please answer the questions below:

3. "Having a mentor as part of my College membership is attractive to me"

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

4. "The tiered membership and certification process outlined would motivate me to enhance my professional learning"

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

Informing professional practice, standards and policy with evidence

Similar to the medical Royal Colleges, a new College of Teaching has the potential to disseminate between practitioners evidence of practice that enhances students' learning. It could also advise teachers, school leaders and policy-makers on current evidence, to the benefit of what is taught in the classroom.

An equally important function of the College would be to know and state the limits of research evidence. The College of Teaching should not only clarify and disseminate the science of education, but also recognise and celebrate the art and craft of the classroom.

In our scenario, the College has a department that would curate research, share knowledge with and between practitioners and provide forums for teachers to debate issues and identify solutions. This department would also have scope to commission research by funding research placements and sponsoring teachers who wish to take sabbaticals to undertake research, to better connect researchers and practitioners.

The College would disseminate succinct and relevant digests of what is working in classrooms and provide support for those teachers working to find out more.

Please answer the questions below:

5. "Receiving digests from the College that tell me about relevant international research and what is working in other schools is attractive to me"

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

6. "I think the College should seek to advise policy-makers on..."

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a) ...curriculum"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) ...assessment"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) ...school inspection"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Please state any other areas on which you think the College should advise policy-makers

7. How important to you are the following functions of a College of Teaching?

	Very Important	Fairly Important	Don't Know	Not Very Important	Not at all Important
a) Enabling teacher-defined professional standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Structured, personalised professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Recognition of high achievement unrelated to school seniority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Providing a voice for the profession on professional standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Providing a voice for the profession on educational policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Raising the status of teaching in society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What would be required of teachers and schools, who should pay, and how much?

Membership fees

In order to ensure that the College remains independent and answerable to teachers, it needs to derive its income from its members. We therefore recommend an annual subscription fee that members would be expected to pay themselves. This is consistent with the ethos of teachers taking responsibility for their profession.

To keep this fee to a minimum, we have assumed that members of the College would be willing to undertake mentoring activities in their own time without financial compensation. We have also assumed that College Members and Fellows would not be paid by the College for certification assessment work, although the College would reimburse their schools for cover costs while they are out of school.

The membership fee would therefore go towards the costs of online resources, collection and dissemination of good practice and research digests, training and administration. CPD and policy-related conferences would be charged at cost.

Membership fees would be in the region of:

- Associate: £75 - 100 per annum
- Member: £125 - 140 per annum
- Fellow: £175 - 250 per annum

It is probable that these fees would be tax-deductible.

These rates are comparable to or lower than many other professional bodies. For example, the Chartered Institute of Personnel and Development charges ~£130 per annum, the Institution of Engineering and Technology £133-186 per annum, the Royal College of Radiologists £146-448 per annum, and the Royal College of Surgeons £300-£470 per annum.

Certification fees and release from school

Certification fees for accreditation as Member or Fellow will be in the region of £250-500, depending on the tier to be assessed. Certification is assumed to require a visit of 1-2 days' duration by an assessor. Schools would need to release those Fellows and Members trained to conduct certification assessment for 2-5 days per annum. As outlined above, schools would be reimbursed cover costs.

Please answer the questions below:

8. "If I were a College Fellow or Member, I would be willing to mentor another member of the college in my own time without financial compensation"

- Strongly Agree Agree Neutral Disagree Strongly Disagree

9. "If I were a College Member or Fellow, I would be willing during school time to visit and assess other members of the College as part of the certification process without additional financial compensation"

- Strongly Agree Agree Neutral Disagree Strongly

10. "Given the proposed benefits and aims of the College, I would be willing to pay subscription rates in the region of":

	Yes	Lower end of range only	No	Don't know
a) Associate: £75-100 per annum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Member: £125-140 per annum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Fellow: £175-250 per annum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Do you think a fee of £250 - 500 for certification to the next membership tier is reasonable?

Yes
 Lower end of range only
 No
 Don't know

12. If you were seeking certification, who do you think would pay your certification fee?

Most likely me
 Most likely my school
 Other

If 'other', please specify who

13. Please make any comments you would like to make about this blueprint for a new member-driven College of Teaching

Appendix 2: The Headteachers' Survey

The need for a College of Teaching

The most successful teacher recruitment campaign of recent years had the strapline 'Nobody forgets a good teacher.' It succeeded as a message mostly because it is true.

The breadth of technical, intellectual, professional and personal capabilities that we expect from teachers is extraordinary. Yet, teaching remains the one profession in this country with no independent body to set standards for the profession.

In many other walks of life, professionals choose to belong to a Royal College or similar professional body which serves several critical functions such as setting standards for the profession and generating continuous improvement across the profession.

A new member-driven College of Teaching would serve the same function for teaching.

It would be committed to improving the education of children and young people. It would celebrate high achievement in teaching, embody the highest standards of rigour, be driven by its members, advise policy-makers, and ultimately determine standards for teaching. If the College does its job as effectively as envisaged, teachers nationally will aspire to become members and see the professional opportunities it opens up as a powerful contribution to the development of their careers.

A College with widespread membership will change the educational orthodoxy to one in which standards are determined by teachers and based in evidence, not by political cycle. In so doing it has the potential to give the teaching profession an authoritative voice on matters of teaching values, standards, practice and research, and to raise the status of teaching in the view of society. It would play an important part in unlocking the answers to many of the educational problems and challenges this country faces.

Please answer the question below:

1. "I feel that there is a role for a new, independent, member-driven College of Teaching"

Strongly Agree Agree Neutral Disagree Strongly Disagree

Please outline your reasons below

A blueprint for discussion

We have created a blueprint for discussion, in order to explore the vision and promote a more detailed debate about the nature of a new College of Teaching.

We propose an organisation whose activities are designed to empower and enable teachers to develop a culture of rigorous professional development, recognition and of collaborative professional support.

To be consistent with the vision outlined on the previous page, this would be an independent organisation where:

- Membership is voluntary and open to all
- Membership signals and embodies commitment to personal professional development
- Standards are high and aspirational.

The College would therefore not be a regulatory body but a supportive one, with no role in disciplinary hearings or in matters of conduct relating to employment. Nor would it seek to represent teachers on matters such as pay and conditions.

The College's principal activities would be:

1. Setting standards
2. Enhancing professionals' development
3. Informing professional practice, standards and policy with evidence

Please answer the question below:

2. "I think that membership of the College of Teaching should be voluntary"

- Strongly Agree Agree Neutral Disagree Strongly Disagree

Setting standards and enhancing professionals' development

A central role of the College would be to provide the means by which the profession will articulate its own vision of high professional practice, through establishing standards. These should not be confused with the regulatory minimum standards of practice, which we believe should remain – initially at least – the remit of Government. These standards will be developed by the profession itself, reviewed regularly and informed by evidence.

These standards could cover five areas:

- Subject content knowledge
- Pedagogical knowledge
- Professional skills
- Contribution to the profession
- Leadership

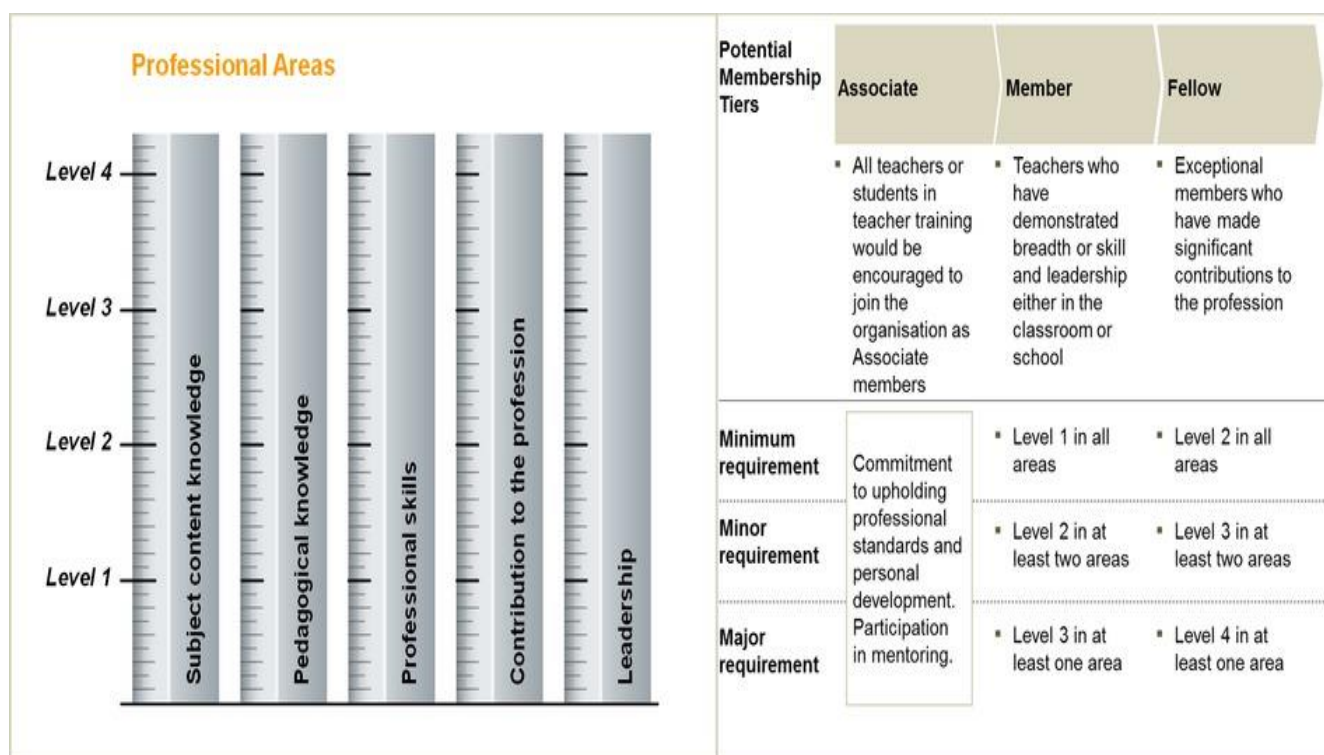
The core of the College's work will be a system of mentoring and certification, determined and delivered by members of the College, which would empower teachers to take control of their own professional and personal development.

Mentoring

Every member of the College would have a mentor - a member of the College from a different school. The mentoring would be shaped to the benefit of the recipient and informed by the Standards. The College would provide mentors training and guidelines for both parties, to foster a culture of support and professional development.

Membership Tiers

A tiered membership structure of Associate, Member and Fellow would encourage and celebrate the development of a teacher as a professional. In order to ensure that school leadership is not the only path to seniority within the College, the five Professional Areas outlined above could be given equal weight. So, individuals with different portfolios of achievement would still achieve seniority in the College. The core functions of mentoring would be to assist all members to carve out their own professional development path, and to prepare for certification.



Certification

Progression through the tiers must be rigorous and transparent, and will enable the profession to reward its own best practitioners. A system of assessment by other members of the College would encourage self-reflection and constructive support, and is consistent with the ethos of empowering teachers to hold themselves accountable to each other. Certification would require a visit to the teacher's school conducted by a College Fellow or Member. Evidence assembled for assessment purposes, with the help of the mentor, might include classroom observations, lesson plan portfolio reviews, colleague interviews, pupil perspective surveys and one to one meetings.

Evaluation of existing Continuing Professional Development (CPD) courses

The existing unregulated CPD market is difficult to navigate. The College might create a professional development evaluation network. This would ask teachers for structured feedback on CPD courses and providers, based on pre-agreed criteria, to provide an authoritative reference for teachers and College mentors in respect of courses that are right for them.

Running courses for key moments

The College might also support professional development through providing some CPD courses that complement existing CPD offers, such as those provided by subject associations, unions and the PTI, which might be aimed at supporting teachers at moments in their careers when they need more support and which are not currently available.

Please answer the questions below:

3. "Having a mentor as part of my College membership is attractive to me"

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

4. "The tiered membership and certification process outlined would motivate me to enhance my professional learning"

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

Informing professional practice, standards and policy with evidence

Similar to the medical Royal Colleges, a new College of Teaching has the potential to disseminate between practitioners evidence of practice that enhances students' learning. It could also advise teachers, school leaders and policy-makers on current evidence, to the benefit of what is taught in the classroom.

An equally important function of the College would be to know and state the limits of research evidence. The College of Teaching should not only clarify and disseminate the science of education, but also recognise and celebrate the art and craft of the classroom.

In our scenario, the College has a department that would curate research, share knowledge with and between practitioners and provide forums for teachers to debate issues and identify solutions. This department would also have scope to commission research by funding research placements and sponsoring teachers who wish to take sabbaticals to undertake research, to better connect researchers and practitioners.

The College would disseminate succinct and relevant digests of what is working in classrooms and provide support for those teachers working to find out more.

Please answer the questions below:

5. "Receiving digests from the College that tell me about relevant international research and what is working in other schools is attractive to me"

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

6. "I think the College should seek to advise policy-makers on..."

- | | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--------------------------|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a) ...curriculum" | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) ...assessment" | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) ...school inspection" | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please state any other areas on which you think the College should advise policy-makers

7. How important to you are the following functions of a College of Teaching?

	Very Important	Fairly Important	Don't Know	Not Very Important	Not at all Important
a) Enabling teacher-defined professional standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Structured, personalised professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Recognition of high achievement unrelated to school seniority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Providing a voice for the profession on professional standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Providing a voice for the profession on educational policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Raising the status of teaching in society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

What would be required of teachers and schools, who should pay, and how much?

Membership fees

In order to ensure that the College remains independent and answerable to teachers, it needs to derive its income from its members. We therefore recommend an annual subscription fee that members would be expected to pay themselves. This is consistent with the ethos of teachers taking responsibility for their profession.

To keep this fee to a minimum, we have assumed that members of the College would be willing to undertake mentoring activities in their own time without financial compensation. We have also assumed that College Members and Fellows would not be paid by the College for certification assessment work, although the College would reimburse their schools for cover costs while they are out of school.

The membership fee would therefore go towards the costs of online resources, collection and dissemination of good practice and research digests, training and administration. CPD and policy-related conferences would be charged at cost.

Membership fees would be in the region of:

- Associate: £75 - 100 per annum
- Member: £125 - 140 per annum
- Fellow: £175 - 250 per annum

It is probable that these fees would be tax-deductible.

These rates are comparable to or lower than many other professional bodies. For example, the Chartered Institute of Personnel and Development charges ~£130 per annum, the Institution of Engineering and Technology £133-186 per annum, the Royal College of Radiologists £146-448 per annum, and the Royal College of Surgeons £300-£470 per annum.

Certification fees and release from school

Certification fees for accreditation as Member or Fellow will be in the region of £250-500, depending on the tier to be assessed. Certification is assumed to require a visit of 1-2 days' duration by an assessor. Schools would need to release those Fellows and Members trained to conduct certification assessment for 2-5 days per annum. As outlined above, schools would be reimbursed cover costs.

Please answer the questions below:

8. "If I were a College Fellow or Member, I would be willing to mentor another member of the college in my own time without financial compensation"

- Strongly Agree Agree Neutral Disagree Strongly Disagree

9. "If I were a College Member or Fellow, I would be willing during school time to visit and assess other members of the College as part of the certification process without additional financial compensation"

- Strongly Agree Agree Neutral Disagree Strongly Disagree

10. "Given the proposed benefits and aims of the College, I would be willing to pay subscription rates in the region of":

	Yes	Lower end of range only	No	Don't know
a) Associate: £75-100 per annum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Member: £125-140 per annum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Fellow: £175-250 per annum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Do you think a fee of £250 - 500 for certification to the next membership tier is reasonable?

Yes
 Lower end of range only
 No
 Don't know

12. If you were seeking certification, who do you think would pay your certification fee?

Most likely me
 Most likely my school
 Other

If 'other', please specify who

13. If a member of your staff were seeking certification, who do you think would pay his/her certification fee?

Most likely him/her
 Most likely the school
 Other

If 'other', please specify who

14. "I would consent to release members of staff who were College Members or Fellows for 2-5 days per annum on average to certify other members of the College."

Definitely, yes
 Most likely, yes
 Most likely 2-3 days per annum at most
 No
 Other

If 'other', please specify

15. "I would encourage my staff to become members of a College of Teaching, as presented here"

Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

16. "When recruiting new staff, I would view applicants favourably if they were members of a College of Teaching, as presented here"

- Strongly Agree Agree Neutral Disagree Strongly Disagree

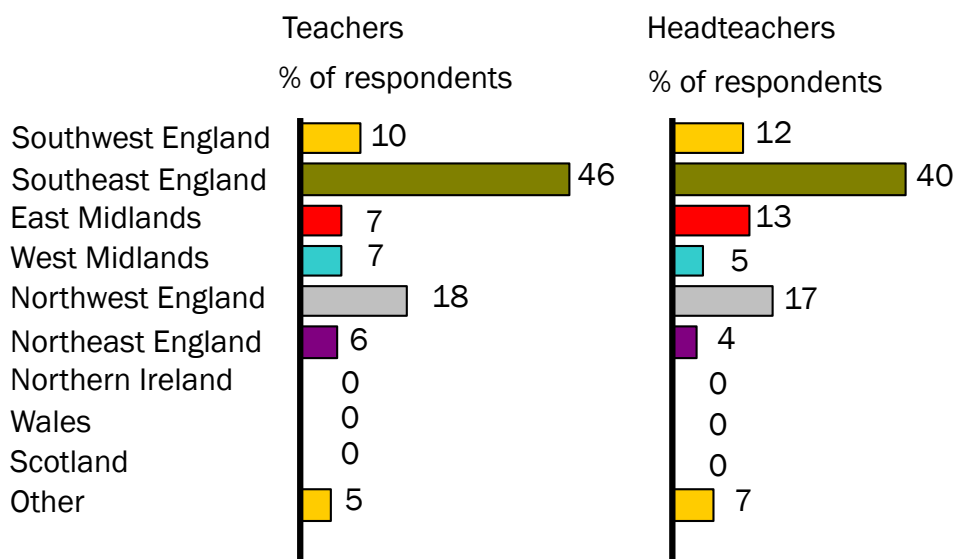
17. Please make any comments you would like to make about this blueprint for a new member-driven College of Teaching

Appendix 3: Respondents' demographics

How many years have you been in the teaching profession?

	Teachers' survey	Headteachers' survey
10+ years	47%	77%
4-10 years	28%	1%
1-3 years	9%	0%
I am retired/have never been a teacher/Headteacher	2%	6%
Blank	14%	16%

Please select your region



Teachers only

Please select the **age range** that you teach (please tick all that apply)

Age range	Percentage
Early years	5
KS1	8
KS2	14
KS3	64
KS4	68
KS5	56

Please select your **school type and status** (please tick all that apply)

Schooltype	Percentage
Early years	11
KS1	13
KS2	14
KS3	43
KS4	43
KS5	36
All academic abilities	31
Selective	11
Academy	42
Free school	0
Other Maintained	9
Independent	8
Other	6

Headteachers only

Please select your **school type and status** (please tick all that apply)

Schooltype	Percentage
Early years	52
KS1	51
KS2	51
KS3	21
KS4	20
KS5	15
All academic abilities	26
Selective	5
Academy	20
Free School	2
Other Maintained School	17
Independent	2
Other	7

