

**Think Global submission to the
Department for Education consultation on
Strengthening Qualified Teacher Status (QTS) and
Improving Career Progression for Teachers**

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Introduction

The Department for Education [sought views](#) on proposed changes to qualified teacher status (QTS), and on proposals for how to improve career progression for teachers. The public consultation ran from 15 December 2017 to 9 March 2018. Questions were based around these areas:

- how to support teachers at the beginning of their career
- how newly qualified teachers (NQTs) embed the skills and knowledge from their initial teacher training (ITT)
- how to improve career progression for teachers, focusing on improving progression opportunities for all teachers throughout their careers.

We answered questions that were relevant to Think Global's remit of education in a global context.

Question 2 - Do you agree that a core early career content framework and a continuing professional development (CPD) offer for new teachers should be fundamental to a strengthened QTS?

Yes, strongly agree - ongoing support and CPD for teachers is vital for their professional development, especially as they take on new responsibilities such as delivering SMSC and PHSE as part of pastoral care.

CPD in the first few years of teachers' careers should not simply focus on delivery of their core subject areas but support them to become experienced professionals who are capable of leading a team, providing a global context to education, and contributing towards the whole education of their students.

Question 3 - What core competencies, knowledge areas or particular skills do you think should be developed in a structured way during the induction period?

We believe that providing education in a global context in schools is key to ensure students have the skills, knowledge and values they need to participate in a globalised, outward looking economy and society.

No matter the route through teacher training, the subject specialism, or key stage, it is vital that all trainee teachers are equipped with the knowledge, skills and pedagogies they need to embed a global dimension into their teaching.

- **Skills:** The definition of ‘global skills’ needs to include both technical and vocational skills such as those relating to communication, collaboration, creativity, innovation and critical thinking which can be applied to global issues, as well as intercultural awareness and strategies for resilience.
- **Knowledge:** It is important that global learning is viewed through the lens of the UN’s Sustainable Development Goals, as a key way of implementing SDG Target 4.7 in the UK. In the context of the SDGs, it is not enough to teach about global poverty and inequality without also addressing issues around environment, sustainability and diversity.
- **Values:** Global learning emphasises the values of social justice, interdependence, respect for and celebration of diversity and democracy.

Mentoring and Development Time

Question 18 - *Do you think there is a market for non-leadership NPQs – or similar – aimed at further developing subject expertise? How should they differ between primary and secondary?*

Yes, there is a market for further subject specialist qualifications. One example of an existing non-leadership teaching award is the Global Teachers Award (GTA), which was created by the Consortium of Development Education Centres, and is accredited by Liverpool Hope University. The GTA supports teachers in developing the skills, confidence and practical approaches to incorporate global learning into the curriculum, and to promote active global citizenship in the classroom.

Question 19 - *What additional support should be offered for teachers who work in more challenging schools to undertake further professional qualifications?*

Ring fenced funding and support for cover staff to enable teachers to access training and CPD.

Post-QTS: Continuing Professional Development and Mentoring

Question 20 - *Do you agree that a CPD badging scheme is something that should be developed? What organisations might be best placed to deliver this service?*

Yes, strongly agree. We agree with the House of Commons Committee of Public Accounts Retaining and Developing the Teaching Workforce (January 2018), which stated:

"Teachers are not getting enough good quality continuing professional development throughout their career, which has implications for teacher retention and quality and ultimately for pupil outcomes. "

Think Global supports commissioning an independent external body to ‘badge’ high-quality CPD that has been well-designed and will be effectively delivered, to help school leaders navigate the market. CPD providers would be able to put themselves forward to be assessed against the Standards for Professional Development and the latest evidence.

Any badging scheme would need to be accessible for organisations working at all levels, from national to local. This means that funding for locally based resource centres needs to be made available to support them to go through the assessment process.

A current example of this structure is the badged CPD providers working within the DFID funded Global Learning Programme (GLP).

Question 21 - *How should government incentivise effective professional development for teachers, particularly in the areas and schools where it is most needed?*

Clearer entitlements to CPD, including a minimum number of hours of relevant CPD; ring-fenced funding for CPD in schools where it is most needed; the introduction of a personal CPD record.

Post-QTS: Sabbaticals

Question 23 - *Do you think that a fund to pilot sabbaticals would be a positive step for the profession?*

Yes, strongly agree. Funded sabbaticals would give teachers vital opportunities to reflect on their professional practice, and to develop their knowledge and skills as part of their ongoing career progress.

For example, teachers who participate in programmes such as Limited Resource Teacher Training (LRTT) frequently report increased skills, knowledge, motivation and passion for teaching. Taking up teaching training posts in other countries means participants can bring an essential global context back to their own schools to benefit students in the UK to develop a global outlook.

Question 24 - *What would the impact be for teachers and schools of enabling more teachers to take sabbaticals, providing they are related to their teaching practice?*

In the current context of high levels of stress and mental health issues among the teaching profession, a sabbatical could help achieve better teacher motivation and retention, as well as leading to better pupil outcomes. Instead of leaving the profession, many teachers could benefit from a funded sabbatical – especially one related to their professional development. Sabbaticals could be a vehicle for increasing both recruitment and retention of teachers, making teaching a more attractive career option.

End.