Looking Ahead: Political Change and the Future of Teacher Training

Gareth Conyard

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“… there are known knowns; there are things we know we know. We also know there are known unknowns; that is to say we know there are some things we do not know. But there are also unknown unknowns- the ones we don't know we don't know.”

Donald Rumsfeld

What are the factors that might influence policy?

Known knowns

- Budget pressures – DfE and in the system
- Falling rolls
- NPQ and ECTE reviews
- Inclusion, SEND, Technical policies

Known unknowns

- The future of HEIs
- Regional policies
- Recruitment and retention trends
- Future of Ofsted
- Unpredictable politics

“Freedom is what you do with what’s been done to you.”

Jean-Paul Sartre

Agency

- Teachers in England have low autonomy comparted to peers in other jurisdictions, and compared to other professions
- Choice over professional development is the most important factor when it comes to job satisfaction
- Chartered College leading thinking on agency and professionalism

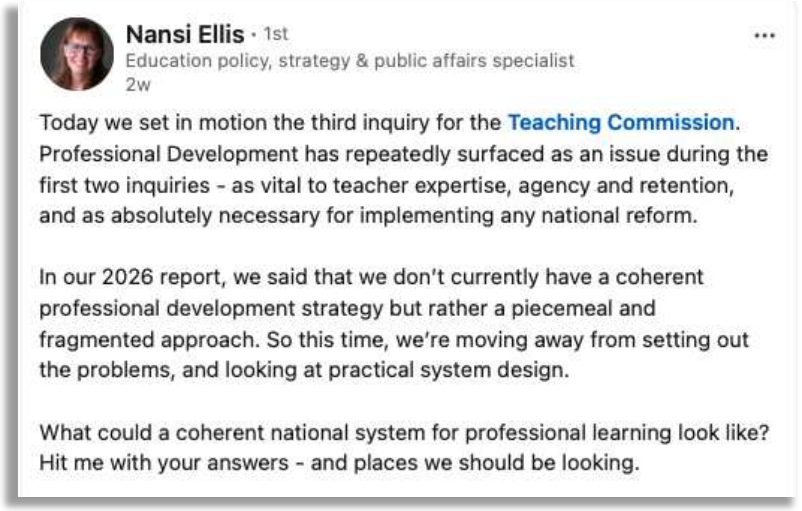


"We are convening this working group with the aim to highlight the importance of teacher agency for teachers' job satisfaction and wellbeing - a crucial endeavour in the context of continuing teacher shortages. If we want teachers to join and stay in the profession - we need to start by trusting them."



Dr Lisa-Maria Müller
Associate Director: Research and Policy, Chartered College of Teaching

Reviews of Professional Development



Teaching Commission

Chartered College of Teaching | The Professional Body for Teachers

Review of Professional Development Standards

"This Review is a fantastic chance to make a real difference to the way professional development is created and delivered. We know what an impact effective professional development can have. I am particularly keen to engage with as many teachers and school leaders as possible so that the outcome of this Review has a really meaningful impact in classrooms up and down the country."



Professor Sam Twiselton OBE
Review Chair

Didagogy


Motivated but under-equipped
Teachers feel motivated and supported, but lack the practical tools to transfer learning into action
Identities
Understanding without embedding
Teachers make sense of the learning, but without supportive conditions, it fails to embed or sustain
Effective Didagogical Practice
Conditions
Practices
Structured but disconnected
Learning is well-designed and structured, but risks feeling superficial or disconnected from teachers' professional purpose

“As in nature, politics abhors a vacuum”

Mark McKinnon