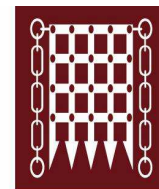


Westminster Education Forum Keynote Seminar: Future of the teaching profession in England - recruitment, workload, standards and professional development

Timing: Morning, Tuesday, 10th May 2016

Venue: Glaziers Hall, 9 Montague Close, London SE1 9DD

Agenda subject to change



**WESTMINSTER
EDUCATION
FORUM**

- 8.30 - 9.00 Registration and coffee
- 9.00 - 9.05 **Chair's opening remarks**
Mark Parrett, Audit Manager, National Audit Office
- 9.05 - 9.25 **What does the future hold for teaching?**
Ben Solly, Head of College, Lutterworth College, Leicester and Member, SedEd Editorial Board
Questions and comments from the floor
- 9.25 - 9.40 **The supply of teachers - The Education Select Committee's inquiry so far**
Neil Carmichael MP, Chair, Education Select Committee
- 9.40 - 9.50 **Workload, mental health issues and work pressures - how can the challenges facing the teaching profession be met?**
Following government's Workload Challenge survey, which highlighted the level of 'detail, duplication or bureaucracy' in tasks as being particularly burdensome for teachers, what progress has been made to reduce workload, particularly with regard to lesson planning, marking and data analysis, and to support those experiencing mental health and stress-related issues?
Amanda Brown, Assistant General Secretary, NUT
- 9.50 - 10.45 **Recruitment and retention - attracting, retaining and supporting new teachers**
With a significant proportion of teachers leaving the profession after one year of qualifying - combined with an expected growth in the school population over the next decade - are sufficient steps being taken to ensure that the demand for new teachers is being met, particularly in shortage subjects, such as Physics? With the planned launch of the National Teaching Service, which aims to deploy 1,500 outstanding teachers into underperforming schools by 2020, what will be its likely impact - particularly on the teacher recruitment shortage in coastal and rural areas - and what further measures might be considered? Might the Social Mobility and Child Poverty Commission's recommendation for a Help to Buy scheme, which aims to encourage more top teachers into the most challenging and remote schools, provide a possible solution to alleviating teacher recruitment pressures in such areas - how might such a scheme work in practice? How valid are concerns that the pressure of inspections - twinned with government's new 'coasting schools' measure, which will require schools to convert to academies if they are perceived to be underperforming - will likely discourage headteachers from taking on roles in the most challenging and demanding schools; how might this issue be addressed? What has been the success of programmes such as Teach First, School Direct and Troops to Teachers in recruiting new teachers to the profession, and what further measures might be put in place to ensure that teacher training provision remains sufficient and fit for purpose?
Tim Rose, Assistant Head of School of Education, Troops to Teachers Lead School, University of Brighton
Kate Shoesmith, Head of Policy & Public Affairs, Recruitment & Employment Confederation (REC)
Questions and comments from the floor with **Neil Carmichael MP**, Chair, Education Select Committee and **Amanda Brown**, Assistant General Secretary, NUT
- 10.45 - 10.50 **Chair's closing remarks**
Mark Parrett, Audit Manager, National Audit Office
- 10.50 - 11.10 Coffee
- 11.10 - 11.15 **Chair's opening remarks**
Michelle Donelan MP, Member, Education Select Committee
- 11.15 - 11.40 **Towards a College of Teaching? The future for teachers' professional standards**
Professor Angela McFarlane, Chief Executive and Registrar, The College of Teachers
Questions and comments from the floor
- 11.40 - 12.05 **Creating a new standard for continuing professional development (CPD)**
David Weston, Chair, Teachers' Professional Development Expert Group and Chief Executive, Teacher Development Trust
Questions and comments from the floor
- 12.05 - 12.55 **Priorities for raising the quality of professional development: research, training, collaboration and best practice**
What has been the initial impact of government's professional development fund, which will provide £5m worth of funding to support evidence-based CPD programmes nationwide, and what are notable examples of best practice? What more can be done to enable and encourage teachers to engage in collaborative working, peer observation and share best practice; will the development of a new online professional development portal, which will provide a platform for accessing quality-assured evidence and research, offer a possible template for how this might be achieved? Does more time need to be allocated during the school day to allow teachers to engage in ongoing professional development opportunities, such as peer review and academic research, and how might this be put into practice? How valid are some claims that teaching practices are too generic and what steps might be taken to develop CPD activities that are tailored towards subject- or topic-specific pupil issues and outcomes?
Dr Robin Bevan, Headteacher, Southend High School for Boys, Essex
Philippa Cordingley, Chief Executive, Centre for the Use of Research and Evidence in Education (CUREE)
William Stow, Head of the School of Teacher Education and Development, Canterbury Christ Church University
Liz Free, Head of Professional Development, Oxford University Press
Questions and comments from the floor
- 12.55 - 13.00 **Chair's and Westminster Education Forum closing remarks**
Michelle Donelan MP, Member, Education Select Committee
Sean Cudmore, Deputy Editor, Westminster Education Forum