



We welcome the statement from UK Government – Nicky Morgan, MP and David Laws, MP – regarding the College of Teaching. We remain committed to an independent and member-driven organisation and we look forward to working with the profession to make this happen.

Please find below some Q&As which provide some more detail on the College.

### **College of Teaching: questions and answers**

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**Q1: What is the College of Teaching?**

A: The College of Teaching will be a new member-driven professional body. It is being developed by teachers, and organisations that support them, for teachers, to benefit the children and young people that are learning in our classrooms every day.

Our focus is to work together as a powerful force to drive teaching excellence by taking charge of our profession's destiny, setting aspirational standards and challenging ourselves to be ever better for those we serve.

**Q2: What is the need for the College?**

A: Teachers play a crucial role in our society, educating children and young people who shape our future and the success of our economy. The deeply human nature of great teaching sometimes disguises the knowledge and skills excellent teachers possess.

Teaching is a standout example of a major profession that has, to date, had no independent professional body. The absence of such a body has resulted in governments defining professional practice over the years, disempowering the profession and affecting the standing of teaching in society.

**Q3: What is the history behind it?**

A: The idea of a College has been around for a long time, but momentum has steadily increased following a recommendation to explore the project further by the Education Select Committee in May 2012.

An initial blueprint for the College (published in February 2014 by the Prince's Teaching Institute – PTI) contains proposals that are based on extensive consultation with teachers and the wider education sector. In June 2014 the PTI began developing a fully costed plan; this is due for delivery early in the new year.

Please contact us for more detail on the milestones that have led to the College's development.

**Q4: What consultation has there been in the sector?**

A: Three surveys, each involving 1200-1500 individuals, have been conducted by the PTI, the Sutton Trust, and the Times Educational Supplement. The findings were remarkably consistent: approximately 40% of teachers in favour; 40% wanting to know more; and 20% unfavourable.

Consultation continues and there are many other organisations planning events in the new year, including the Association of Teachers and Lecturers (ATL), the National Association of Schoolmasters Union of Women Teachers (NASUWT), the National Union of Teachers (NUT), SSAT, Teach First, Voice the Union and a number of additional schools and teachers.

**Q5: What will the College do?**

A: The College will help to improve the education of children and young people by championing high standards in teaching. It will promote the wider professional use of evidence to inform teaching practice and policy, curating and disseminating evidence to help teachers make the best professional decisions.

It will ensure high standards of support for teachers by providing support and guidance for professional development and a platform to evaluate and record professional learning.

It will articulate profession-led standards of practice in five key areas – subject content; pedagogical knowledge; professional skills; contribution to the profession; and leadership. A core principle of membership will be providing advice and mentoring to other College members.

The College will have equality of status with other chartered professions, giving teachers greater confidence and independence. It will also harness the experience of its members and draw on robust evidence that will speak truth to politicians and pundits – reducing ineffective interventions, policy and practice.

The College's role and remit will develop over time. Its initial focus will be setting standards for in-career progression. The aspects of professionalism the College chooses to address in the future will be a matter for its members. These may include the requirements for initial entry to teaching and regulation of the profession.

**Q6: What's in it for teachers?**

A: Ultimately, it will be for the membership to decide what this body will do for them. Benefits suggested by the Commission included:

- Challenging professional standards with validity, portability and accreditation
- Professional recognition and status
- A robust, respected portfolio demonstrating teachers' development
- Guidance and support from a College Mentor
- Access to up-to-date research evidence to support more effective classroom practice

- Access to professional knowledge that will draw upon academic research. Members will have the opportunity to contribute to a growing knowledge base that will help all professionals
- Being part of a College that is recognised by schools who are committed to accessing professional learning, accreditation, sector-led standards and peer-to-peer review
- Work towards better outcomes for young people as they enter an ever-changing and challenging global job market.

**Q7: Why do some people refer to a ‘Royal College of Teaching’?**

A: Initial discussions referred to this name, but applying to use the word ‘Royal’ in the title is a separate process from getting a new Royal Charter. It would be up to members of the future College whether to request this name, the granting of which is strictly controlled by Royal Prerogative.

**Q8: How would the College differ from the General Teaching Council?**

A: Membership would be voluntary, and the College would be governed by its members to support themselves in raising standards of professional practice. The organisation would focus on aspiration, development and recognition, not regulation and striking-off. It would be independent of Government and thus provide a point of stability through changes in policy and fashion.

**Q9: How does this new College of Teaching fit with the College of Teachers?**

A: The existing College holds the Royal Charter for teachers’ professional development. It is committed to being completely transformed, through broad, inclusive partnership, into the new College.

It is using the powers of its Royal Charter to give the highest level of authority and legitimacy to the process of transformation, and to the work being undertaken by partners, and will lead the process of getting a new Royal Charter for the new College of Teaching.

We believe that the new College, and only the new College, has the right to take long-term decisions about its work and operations.

**Q10: Will people be forced to become members?**

A: No. Membership of the College will be voluntary and available to individual teachers as well as to schools across the state, independent and academies sector.

**Q11: How will the College be funded?**

A: Ultimately, solely by membership fees. Initially, however, the College will require start-up funding which should include contributions from members and mixed funding from public and private sources. Any offer of support can only be accepted on the understanding that it cannot compromise the independence of the College.

**Q12: How will the College be independent from Government?**

A: The College will be an autonomous, voluntary body that is independent of Government and teaching Unions. The College will be entirely independent of Government or any other body, and this independence will be maintained by its governance structure. Any initial start-up funding would only be accepted on the condition that the College would remain fully independent.

**Q13: Will the College be run by any particular school grouping (e.g. Teaching Schools, an Academy chain, etc.)?**

A: No. It will be an autonomous, voluntary body that will work with all schools.

**Q14: How much would membership cost?**

A: Membership fees will be comparatively low for an organisation of this type; the exact costs will depend on the take-up and costs in the early years of the College. Initial models and estimates are around £70 for associates per year at entry level, rising for (chartered) Fellows to around £150.

**Q15: Who is funding the start-up costs?**

A: The plan is to approach a large number of funders to provide start-up support, including prospective members. Eventually the College would be funded through professional membership subscriptions.

Expressions of support from Government are encouraging – however, as with any other funder, this cannot compromise the College's independence.

**Q16: Will the College take a regulatory role?**

A: The College would have no role in disciplinary hearings or matters such as pay and conditions, but would retain the right to expel members if their conduct were seriously injurious.

**Q17: How can teachers find out more and have their say?**

A: Individuals can find out more, sign up for updates, and have their voice heard by visiting [www.claimyourcollege.org](http://www.claimyourcollege.org) and they can contribute to debates using #claimyourcollege.

**Q18: Who is responding to media enquiries?**

A: Please contact Laura Smith or Della Bolat at Consilium Communications on 07766 651366, or email:

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