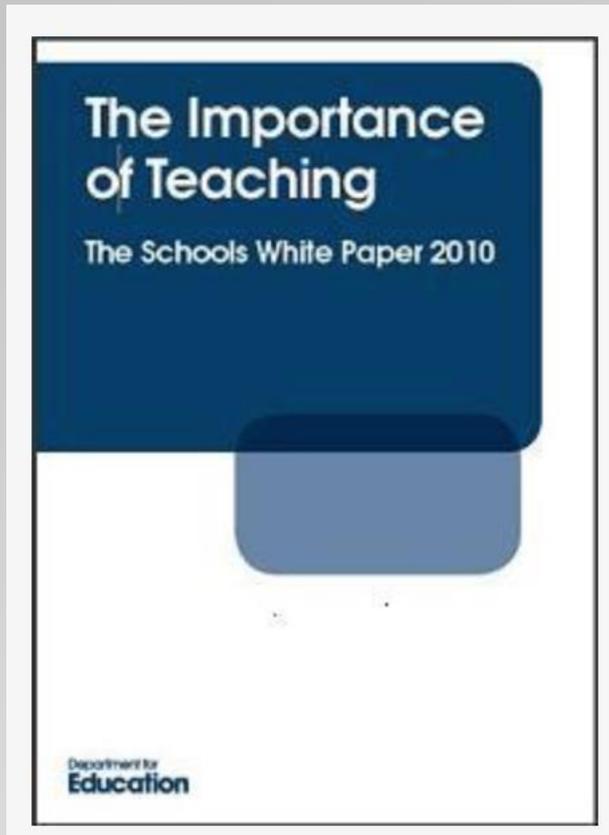


What does a school and profession led system look like in practice?

Professor Dame Alison Peacock – CEO, Chartered College of Teaching
Richard Gill – Chair, Teaching Schools Council





'The primary responsibility for improvement with schools, and the wider system should be designed so that our best schools and leaders can take on greater responsibility, including improvement work across the system'



"Three key leadership challenges emerge from the contributions to our debate: our collective ability to imagine the future, create value and lead the system."

Leora Cruddas (then ASCL 2013)

'Be bold enough to abandon the past; dare to be different.'

David Carter (then NSC 2016)



The challenges we are facing on our journey towards a world class education system (thanks to David Carter):

Challenge 1 – The performance of disadvantaged students

Challenge 2 – The ‘coasting’ school that needs to move forward

Challenge 3 – Maintaining what you have!

Challenge 4 – Shrinking budgets

Challenge 5 – The performance of our most able

Challenge 6 – ‘Isolated’ schools either by location, context or relationships

Challenge 7 – Change

Challenge 8 – Recruitment and retention



The key to success...



... is recognising when it is the optimum time to develop the strategy and to evolve into something even better (and more impactful)



Effective Partnerships in 2019+

- Working at scale
- Strategic Planning that goes beyond one, two or three schools but covers 200-300 schools and benefits ALL children, ALL schools and communities
- Build more flexible capacity to improve standards faster
- Ensure the CPD/Workforce development is meeting the specific needs of localised educational barriers
- Take collective responsibility
- Outcomes is the measure not action
- S2S is the DNA of strategic planning not the product
- ITT and recruitment for the locality; a more joined up approach
- Collective and coordinated approach to CPD that targets need
- SI must take a more strategic approach to efficiencies and effectiveness eliminating duplication and competition



A new professional body for all

- **Celebrating** the achievements and expertise of our profession thereby *raising the status of teaching*
- **Supporting** teachers to deliver excellent teaching and to constantly develop through research and insight
- **Connecting** communities of teachers & leaders within and across schools to share practice



Your Chartered College of Teaching

- Quarterly peer-reviewed journal, *Impact*, with the latest research and practice
- Celebrating excellent teaching and awarding **Chartered Teacher status (CTeach)**
- **Networks and events** bringing teachers together to collaborate
- Bitesize **Compact Guides** full of research and downloadable guides
- Awarding members with professional post-nominals **MCCT**
- **Fellowship** recognising the outstanding contributions of experienced teachers and leaders **FCCT**
- **MyCollege**, home for teaching with tailor made research and guides to support development



Ethical Leadership

- Ethical leadership commission
 - Ethics committee
 - Ethics forum
- Support for WomenEd
 - Flexible working case studies
- Support for building and celebrating diversity
- New Chartered Leadership status



‘No school can exceed the quality of its teachers’

- We seek to build membership across every school to share expertise
- Working in partnership with the Teaching School Council and NAHT we can reach every headteacher in 25,000 schools
- Teacher performance is the biggest single determiner in school improvement
- Through voluntary membership this partnership builds expertise and gains powerful recognition

