

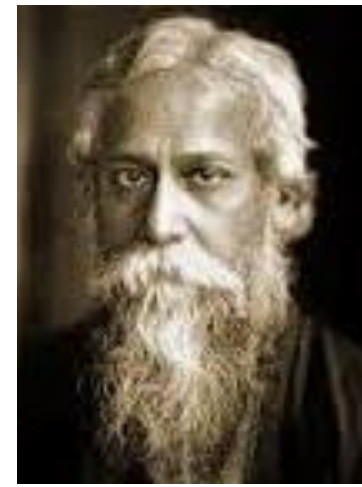
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education



# Continually developing the skills of the workforce

Brian Lightman – General Secretary

Rabindrath Tagore; Indian  
Nobel Prize winning author,  
educator and poet



*A teacher can never truly teach unless she is  
learning herself. A lamp can never light  
another flame unless it continues to burn its  
own flame.*

# Four aspects to focus on

1. An overview of where we are now.
  - a) initial teacher education
  - b) continuing professional development
  - c) leadership development
2. The current and emerging policy environment
3. Whose responsibility?
4. Towards the future



“You can mandate adequacy;  
you can't mandate greatness.  
It has to be unleashed.”

Joel Klein

What the McKinsey report 'how the world's most improved systems keep getting better' says:

The 'good to great' journey marks the point at which the school system comes largely to rely upon the values and behaviours of its educators to propel improvement.

# Element one: teacher professionalism

*The shift in the locus of responsibility from outside the school system to within it has meant a significant impact on outcomes*

- Joint practice development now the norm – evidence-informed and linked to a framework of qualifications
- Chartered assessors from the profession work across schools
- There is a National Evidence Centre for Education
- Good spread of teaching schools in strategic partnerships with universities supporting advanced teacher training and research
- All teachers have a professional development ladder from qualified teacher status through newly qualified teacher to accredited Masters /research programmes and subject or leadership levels. Teachers routinely use and create evidence
- College for Teaching in its early stages – gaining status and credibility, responsible for teacher standards



What does a self-improving school led system look like?

*"We want a system in which all children and young people achieve. We believe we can have a great education system that delivers quality and equality for all students. This will involve an act of imagination, courage and collective action. Our blueprint sets out a vision for our education system. At its heart is capacity building- leadership capacity, pedagogical capacity and the capacity for creativity and action."*



<http://ow.ly/CFqMr>

[blue.print@ascl.org.uk](mailto:blue.print@ascl.org.uk)