




The Importance of Professionalism



Dame Alison Peacock CEO
Jonny Goggs Head of Partnerships



What does it mean to
be a teacher?

Chartered College of Teaching



*As the professional body for all teachers,
our vision is that we will help teachers
to work in a research-informed way,
providing the best possible education for
all children and young people.*



Professionalism



- Restless pursuit to build pedagogical knowledge, skill and compassion
- Pride in the achievements of others
- Courage drawn from ethical values and principles of public life
- Selfless role-model for others
- Poise and self-care
- Pursuit of learning as a collective endeavour





Ethical Leadership Framework



- Selflessness – *acting solely in the interest of children and young people*
- Integrity – *avoiding placing oneself under any obligation to people or organisations*
- Objectivity – *impartiality and fairness*
- Accountability – *to the public and should be open to scrutiny*
- Openness – *act and take decisions in a transparent manner*
- Honesty - *truthfulness*
- Leadership – *exhibit and support these principles*



The Nolan Principles & Ethical Leadership Virtues



- Selflessness
 - Integrity
 - Objectivity
 - Accountability
 - Openness
 - Honesty
 - Leadership
- Trust
 - Wisdom
 - Kindness
 - Justice
 - Service
 - Courage
 - Optimism



Beyond intuition...



...towards research-informed repertoire



A Culture of Enquiry



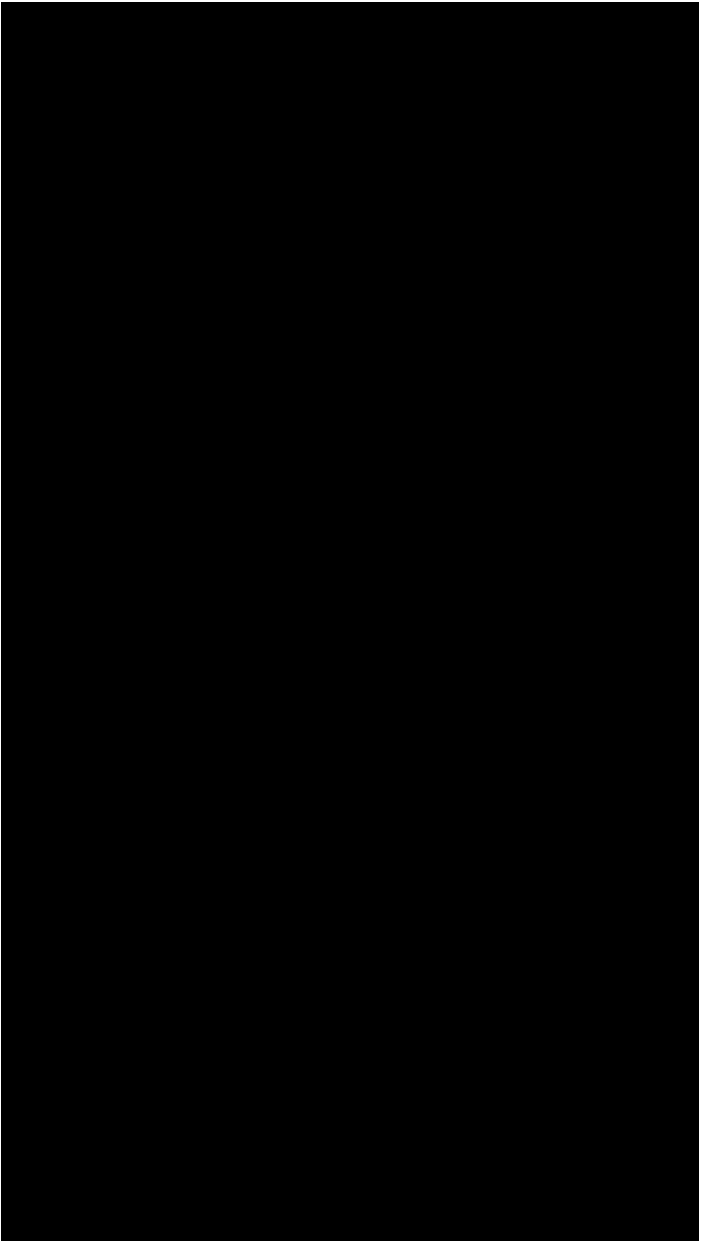
Why 'evidence-informed' decisions?

- We know individual teacher efficacy makes the most difference
- Phronesis – moving beyond recipe towards repertoire
- Subject / phase knowledge plus
- Beyond fads and edu-myths
- Post-pandemic no-one has time to waste



Peer-reviewed journal





All research should be open to question



This is why professional learning must be career-long

Principles of study towards Chartered status:

- Professional knowledge
- Professional practice
- Professional behaviours



Diversity, equity, inclusion



'Doll tests'

Dr Kenneth and Dr Mamie Clark
(1940)

Leading Inclusive Schools



- Module 1: Principles for inclusive school leadership
- Module 2: Building a diverse and inclusive staff team
- Module 3: Leading diversification within the curriculum
- Module 4: Assessment and pedagogy for equity
- Module 5: Engaging the school community
- Module 6: Policies and practices for an inclusive school



Welcoming trainees – YOUR HELP NEEDED!



- Professional home
- Early Career Hub
- Articles, videos, case-studies
- Series of online events for new teachers
- Membership (free or subsidized)
- Introduction to Chartered routes
- Professional learning focused on the individual

*We aim for **every** trainee to join their professional body*





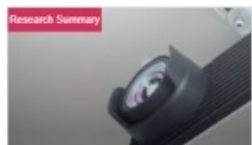
Research Hub

Part of MyCollege

Welcome to the Research Hub

The Research Hub hosts summaries of academic and practitioner research as well as reports that Chartered College of Teaching members have contributed to, a list of opportunities to participate in external research projects and access a range of tools to support you in your research engagement journey.

Featured Content



Improving PowerPoint presentations



'Politics does tend to trump policy': Sam Freedman on his time with Gove, teacher training and pupil wellbeing



Acknowledging kindness



Assessment and feedback in the online context: Peer assessment

Research Reviews

Longer articles that critically evaluate the evidence on a larger research theme.

Latest Content



Primary science education



Refocusing on ADHD in schools



Distance learning and digital education

Most viewed

How we transformed aspirations education using philosophical enquiry

Research Review

Implementing inclusion: The 'what', 'why' and 'how soon'?

Research Review

Motivation for learning

Children's agency and the curriculum

Research Summary

Written By: Dominic Wyse and Yana Manyukhina



Assessment | Curriculum | Developing effective learners | Innovation | Lifelong learning | Promoting good progress



4 min read

14%



Privacy policy



Chartered College of Teaching
Children's agency and the curriculum

SOUNDCLOUD

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Chartered pathways



Accreditation versus qualification

- Career long commitment to building professional knowledge, criticality and collegiate impact
- CTeach
- Cteach (Lead)
- Cteach (Mentor)
- Re-accreditation every three years



Chartered Status beyond NPQs

CHARTERED
COLLEGE OF
TEACHING

2. Successfully pass all assessment units.

**1.
Register
as a
candidate**

**Certificate
in Evidence-
Informed
Practice
(10 credits)**

**Professional
Knowledge
(Examinations)
Award
(30 credits)**

**Development
of Teaching
Practice
Award
(20 credits)**

**Certificate
in Education
Research and
Inquiry
(20 credits)**

**3.
Apply for
Chartered
Status**



DfE Teacher Recruitment and Retention Strategy (2019)

Impact



Chartered Status accreditation

- 9 out of 10 participants **would recommend** working towards Chartered Status
- 98% of participants said Chartered Status had **improved their effectiveness**
- 98% of participants said that Chartered Status had helped them develop **a more critical understanding** of research and practice



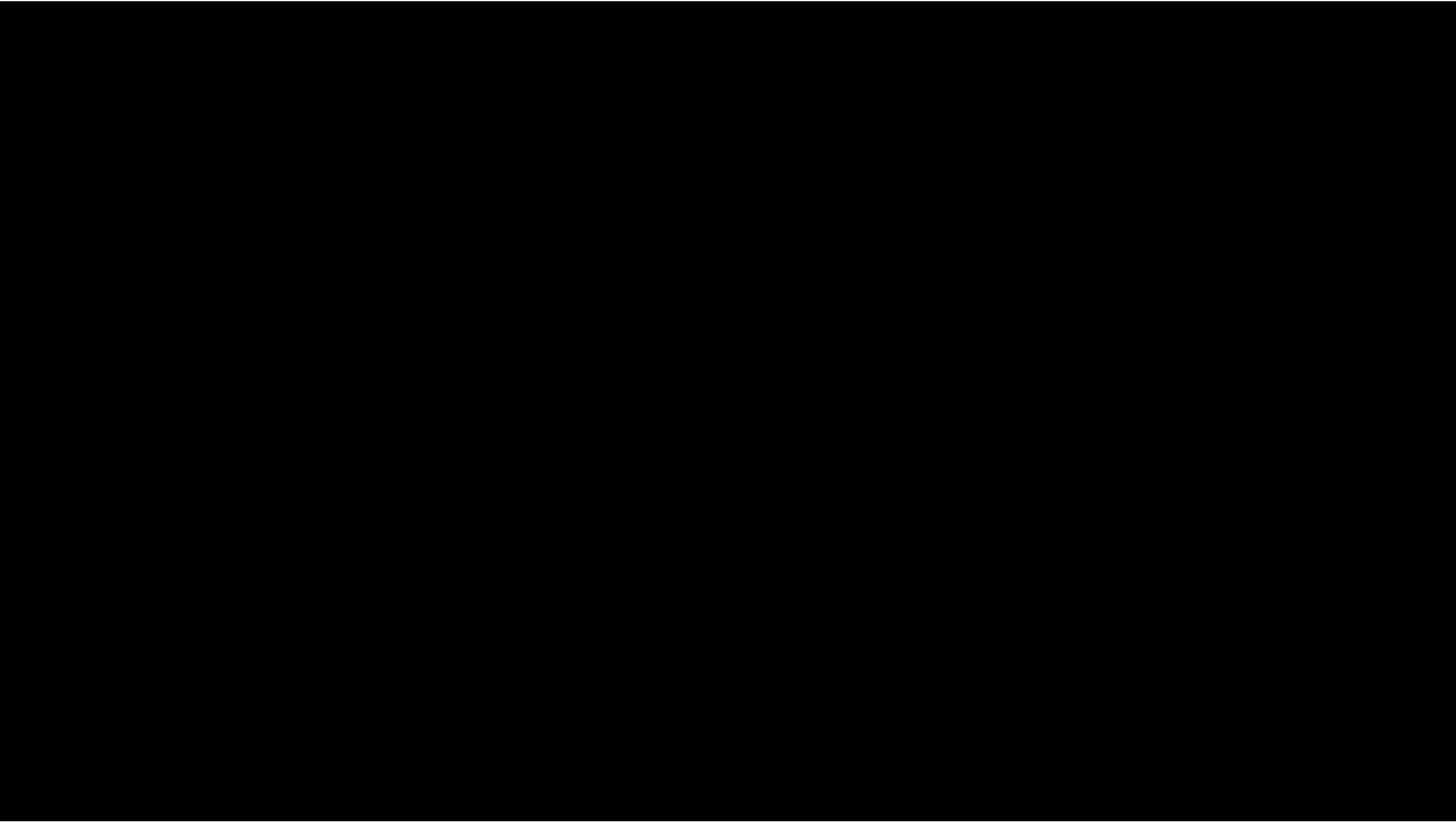
Fellowship for the true leaders of our profession



We warmly welcome teacher educators to become Fellows:

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- Invitations to House of Lords, APPG and other events
- Exclusive discounts on BERA membership, a range of educational publishers and online subscriptions to TES
- Invite to be a peer-reviewer for Impact and our other content
- Fellowship directory & roundtables







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You make the difference

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'At our best, we are all teachers'

Maya Angelou



THANK YOU

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