



**Rt Hon Nicky Morgan MP**  
Secretary of State

Sanctuary Buildings Great Smith Street Westminster London SW1P 3BT  
tel: 0370 000 2288 [www.education.gov.uk/help/contactus](http://www.education.gov.uk/help/contactus)

12 July 2016

Dear Stephen, Tom and Gary,

**Strengthening the quality and content of initial teacher training (ITT): The development of a framework of content for ITT; behaviour management content; and standards for school-based ITT mentors**

I am writing to thank you for submitting your reports to me, following the conclusion of the work of your respective expert groups on initial teacher training (ITT). I welcome these reports, and would like to take this opportunity to set out how I intend to respond to the recommendations that you have made.

I should first of all stress that I am extremely grateful to you and all of the members of your respective groups for undertaking this important work, which I commissioned in direct response to the report by Sir Andrew Carter, published in 2015, on the quality of ITT in England.

Nothing is more important in our schools than the quality of teachers; as we set out in our recent White Paper, the Government is committed to ensuring that the education system can recruit, train, develop and retain the best possible teachers.

Key to this ambition will be strengthening the quality and content of ITT programmes so that new teachers enter the classroom fully equipped for success with a depth of subject knowledge, practical behaviour management strategies, a sound understanding of special educational needs, and an ability to use the most up-to-date research on how pupils learn that they need to be outstanding professionals.

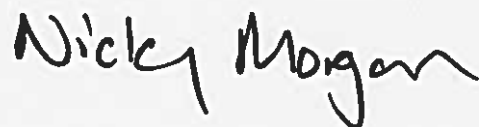
Evidence is also clear about the important role that high-quality, school-based mentors play in supporting our new teachers through initial training and into their early career development. It is therefore vital that the role of the mentor is well understood and that clear standards are in place to inform and shape mentors' practice in schools.

Our shared ambitions for a world-class teacher education system in England are clearly reflected in your reports. I firmly believe the work you have

undertaken can make a significant contribution to securing a training system that delivers the high-quality teachers that our schools need to prepare young people for success in modern Britain. I therefore welcome your recommendations for a new framework of content for ITT, specific behaviour management content for that framework, and new standards for school-based ITT mentors.

Your reports highlight some important messages and recommendations, some of which will be for Government to respond to, whilst others are targeted at the teacher training sector. I am setting out the Government's detailed response to each of the relevant recommendations in the annex to this letter.

Once again, I would like to record my thanks to you and the members of your groups for the generosity and dedication that you have shown to this work and for your endeavours to navigate some often complicated and contentious questions in the course of your discussions.

A handwritten signature in black ink that reads "Nicky Morgan". The signature is written in a cursive, flowing style.

RT HON NICKY MORGAN MP

## Annex: Response to recommendations

The following sets out a detailed response to each of the groups' recommendations where it is for the Government to act.

### 1. Framework of content for ITT report (Stephen Munday CBE)

#### Recommendation I

**The framework of core ITT content should be adopted by the Department for Education, and used as one of the key measures of quality when allocating ITT places in future.**

The Government **accepts** this recommendation. We committed in our White Paper to develop a new set of quality criteria that will in future be applied when training places are being allocated to providers. We intend to use the ITT framework of content to inform assessments of quality under the new criteria. This means that all ITT providers will need to ensure that their programmes align with the new framework, and are able to demonstrate this when submitting their requests for ITT places. The Department expects to use the framework as part of the quality criteria for allocations from the 2018/19 training year; further detail will be confirmed and communicated to the sector in spring/summer 2017. We will communicate further with ITT providers to ensure that there is a common understanding of the new framework and its implications for future allocations.

#### Recommendation III

**The Department for Education should give consideration to how there could be clarification over the expectations and entitlement to effective continuing professional development for all new teachers in the early years of their career.**

The Government **accepts** this recommendation. We recognise the importance of continuous professional development beyond the ITT year. Evidence from the Carter Review suggested that the link between ITT and professional development is often weak in the system.

High-quality professional development is important for teachers at all stages of their careers to ensure they receive appropriate support and to enable them constantly to improve their practice. We have empowered schools to lead the delivery of more high-quality professional development for their teachers through the creation of the national network of teaching schools. We are supporting this further through the development of a new *Standard for Teachers' Professional Development*, published in July 2016. The new standard will set out a clear description of what makes effective professional development, raising expectations among teachers, schools and providers and we hope it will be used to challenge ineffective practice and improve quality.

Through the White Paper we also announced proposals to reform the current arrangements for awarding Qualified Teacher Status (QTS). With the proposed reforms, full accreditation

would be achieved only once a teacher had demonstrated consistently high levels of practice in the classroom, with schools being responsible for recommending their teachers for accreditation at the appropriate point, and with checks and balances on quality being put in place through a system of ratification by other leading schools. We firmly believe that the new system, on which we intend to consult widely before its implementation, will have a significant positive impact on cementing a stronger continuum between the initial training phase, high-quality early-career support, and on-going professional development.

We also confirmed our plans to support the establishment of a new, independent College of Teaching. Through the College of Teaching, the profession itself will be further empowered to drive its own improvements in practice. We expect that the College will focus on helping teachers to access high-quality professional development and to use the evidence-base on effective practice to inform and improve their own teaching.

## 2. Behaviour Management Report (Tom Bennett)

**The recommendations should be mandatory; anything less than this level of requirement is likely to increase the potential of many teacher trainees failing to access substantial training in behaviour management. They should be an entitlement for anyone intended to educate students professionally.**

While we endorse the approaches and methods outlined in the behaviour management report and **strongly expect ITT providers to take account of these recommendations**, the Government does not wish to make them mandatory.

The behaviour management content developed by this group is, of course, an integral part of the framework of core content for ITT. It should be noted that, given our intention to use the new framework of content as one of the quality criteria that will be used to determine future allocation of training places, providers will need to demonstrate that their programmes conform to the behaviour management content that is included in the wider framework.

We recognise that there is rarely one standard delivery method that will work in every classroom, and it would be wrong for Government to try to impose a "one size fits all" approach to behaviour management. Rather, all ITT providers should consider what is being suggested in the report and decide how the approaches outlined can best be incorporated into their programmes.

## 3. National standards for school-based ITT mentors (Teaching Schools Council, Chaired by Dr Gary Holden)

We note that the recommendations made in the report are for ITT providers to consider and implement. We welcome the new standards that have been developed, and encourage ITT providers to adopt them and give the mentoring role the status and recognition it deserves. We agree with the recommendation that providers should ensure mentors are adequately trained and given sufficient time to provide support to trainee teachers.

Finally, we have noted the two recommendations in the framework of content and the mentor standards reports that are directed at Ofsted:

- **ITT framework report:** *"Ofsted should have due regard to the framework of content as part of its ITE inspection, and should use the framework of content when making judgements about the quality of training and the leadership and management of an ITE partnership"*
- **Mentor Standards report:** *Ofsted should have regard to the standards in their inspection of ITT providers.*