



GTC Response to the Review of the Research Assessment Exercise

The General Teaching Council for England was established by the Teaching and Higher Education Act 1998. It is governed by a Council of 64 members of whom 44 are practising teachers; the Council also includes representation from other interest groups including parents. The GTC is the self-regulatory body for the profession in England and provides advice to Government on key educational issues including teacher training and development, the role of the teaching profession and recruitment. The GTC's remit is to guarantee standards of entry to the profession, and promote high quality continuing professional development, professional standards of teaching and professional practice, all within an agreed framework of public accountability. All qualified teachers currently teaching in maintained schools and non-maintained special schools within England must be registered with the GTC.

The perspective from which the GTC views the RAE is a commitment actively to promote teaching as a research-informed profession. So, whilst the Council warmly welcomes the review of the RAE under the chairmanship of Sir Gareth Roberts, it is probably not appropriate for us to make recommendations about the detail of the research assessment procedures. Instead, we should like to suggest that the following broad principles inform any revised or new system:

- that the RAE becomes the kind of system which can identify, support and promote high quality research and the creation and transfer of new knowledge as part of a continuum of research and development effort in the educational system; and consequently:
- that the new RAE ensures that the work undertaken by HEIs to support the professional practice of teachers engaging in/with research can be properly recognised and rewarded;
- that, in the interests of supporting teaching as a research-informed profession, the new RAE does not – especially as an unintended consequence of its procedures/criteria – create a false and destructive divide between, or indeed within, institutions between those who educate teachers at the beginning of and/or throughout their careers, and those who undertake research into teaching and teachers. There are some issues of ‘historical disadvantage’ here that have negatively impacted particularly (though not solely) on the newer universities and institutions which educate primary school teachers, and have had deleterious effects on their capacity to develop a strong research culture. These issues must be addressed if teachers in all parts of the country are to be enabled to access high quality initial training and continuing professional development which encompasses, and is itself underpinned by, high quality research.

The GTC would be glad to discuss further the principles underpinning this brief submission.