

Melanie Renowden, NIoT CEO

Teaching Commission, 20th June 2025

Our Vision & Mission

Our **vision** is of a school system that nurtures the talents of teachers and leaders at all stages of their careers so that they can provide children with the excellent education they deserve.

Our **mission** is to improve the quality of teacher and leader development at a system level. We do this by generating and interpreting research, applying the insights to the design and delivery of high-quality teacher development programmes, and sharing it all with the sector







National Institute of Teaching: Theory of Change

Our Vision

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Our Mission

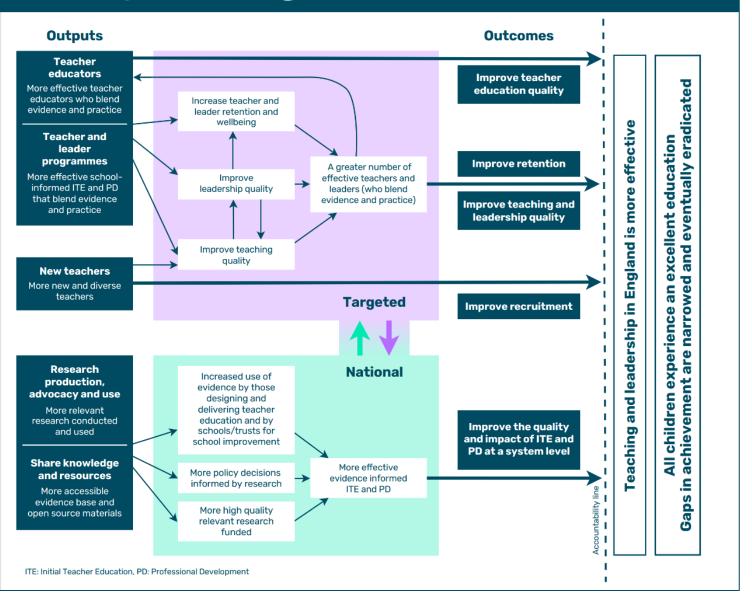
To improve the quality of teacher and leader development at a system level. We do this by generating and interpreting research, applying the insights to the design and delivery of high quality teacher development programmes, and sharing it all with the sector.

Theory of Change

Sets out the changes we want to see in the school system and how we will be contributing to achieving those changes. We will use it to guide our monitoring and evaluation, test the assumptions we are making and assess which areas of change are most critical for us to achieve our mission.

Our Approach

We take a school-led and research-informed approach to all aspects of our work. We target areas and demographics that are underserved.



Teacher education research environment

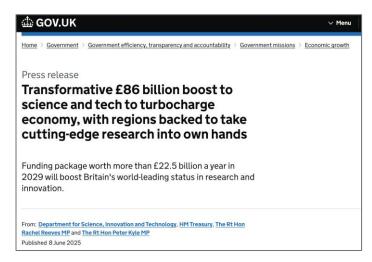
Cross-cutting Areas of Research Interest

Workforce

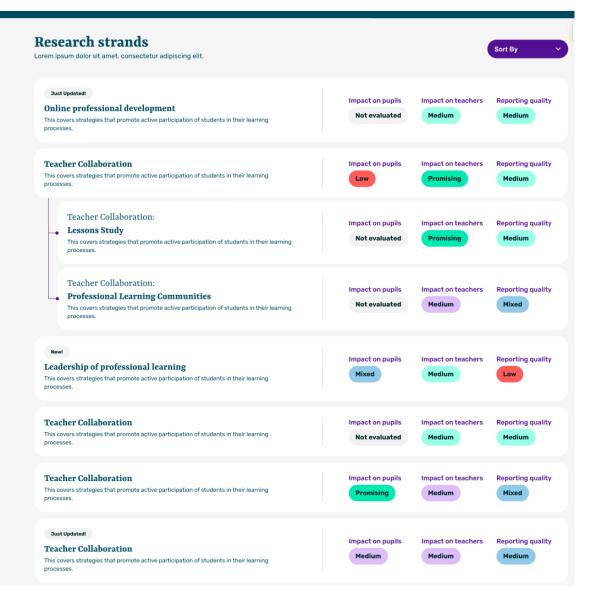
Our previous ARI focused particularly on teachers, who are our largest workforce. However, we need further evidence to ensure that we have people *across all our sectors* with the best possible knowledge, skills, and experience, and who are motivated, inspired and enabled to deliver our Opportunity Mission. This includes ensuring we understand how and when specialists are best deployed in educational settings, and supporting all our workforces to use the best available evidence in their work. The questions relating to 'Workforce' are:

- What are the most cost-effective ways to recruit and retain our workforces? How
 does this vary across the education and children's social care sectors (including
 relevant local authority staff such as educational psychologists), and at all stages
 of their careers (including recruitment into initial teacher training courses and late
 career recruitment)?
- How can we best develop and inspire our workforces across all our sectors to improve children's outcomes, informed by the best available evidence?
- How and when are our specialist and support workforces (such as SENCOs, Educational Psychologists, and finance professionals) deployed? How does this vary and why (for example across regions, for different specialist workers such as children's home staff), and between the state and independent school sectors)?

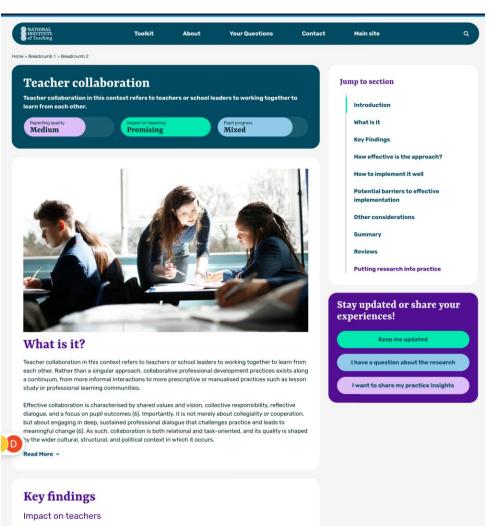








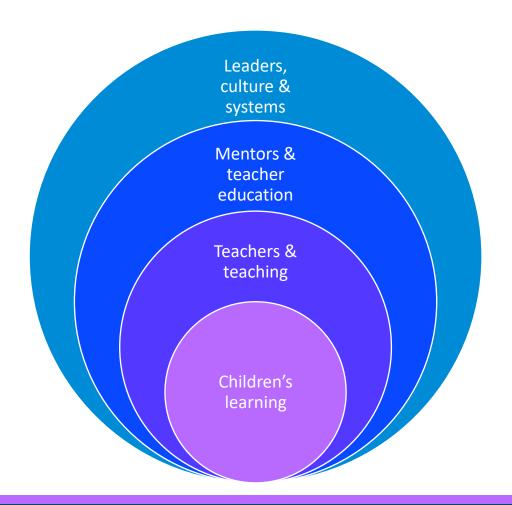




Teacher collaboration in this context refers to teachers or school leaders to working together to learn from each other. Rather than a singular approach, collaborative professional development practices exists along a continuum, from more informal interactions to more prescriptive or manualised practices such as lesson study or professional learning communities.

Effective collaboration is characterised by shared values and vision, collective responsibility, reflective dialogue, and a focus on pupil outcomes (6). Importantly, it is not merely about collegiality or cooperation, but about engaging in deep, sustained professional dialogue that challenges practice and leads to

Three nested levels around children



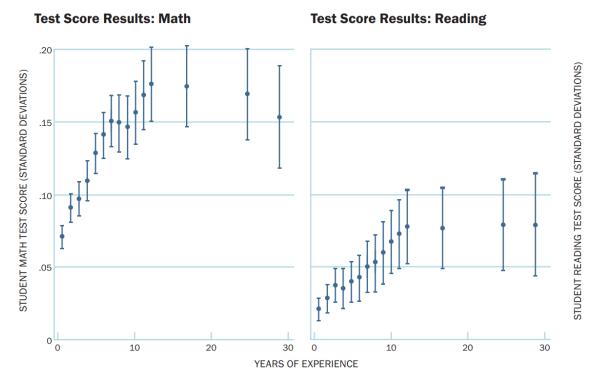


Teachers and teaching



Teacher impact over time

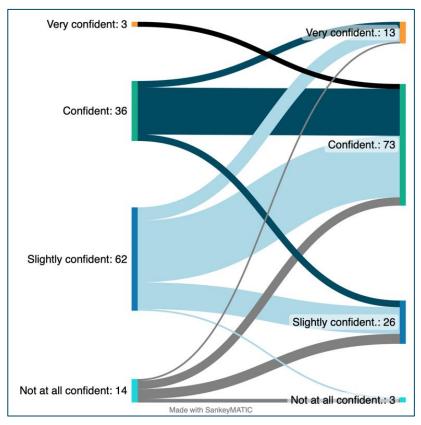
Figure 2: The Relationship of Teaching Experience to Math and Reading Test Score Gains



Kini, T., & Podolsky, A. Does Teaching Experience Increase Teacher Effectiveness? A Review of the Research (Palo Alto: Learning Policy Institute, 2016).

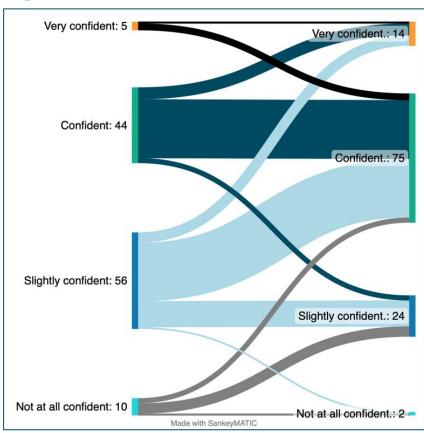


ITaP led to changes in confidence



Change in trainees'
confidence to plan in
advance how to use
questioning in a lesson

Change in trainees' **confidence** to adapt and ask appropriate questions in response to what happens during a lesson



NIoT ITaP Trial, 2024



ITaP RCT findings

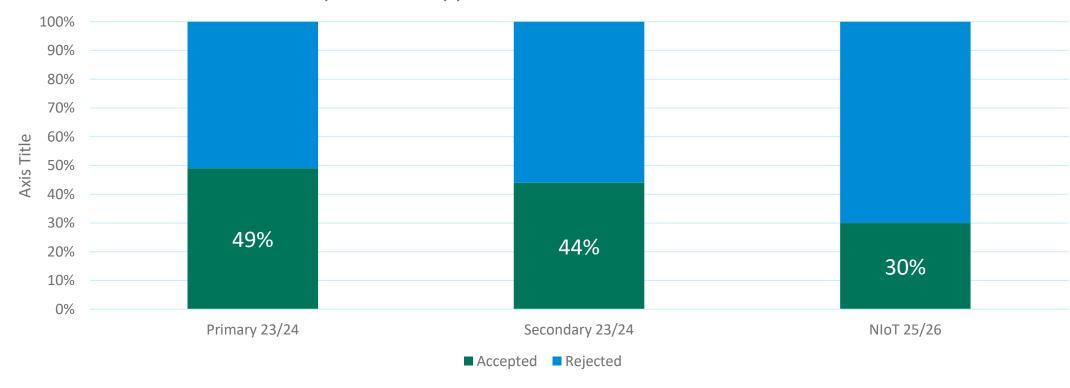
Trainee Outcome	Result	Level of confidence
1. Grasp of evidence base around effective questioning & scaffolding	We found no evidence that the virtual live school experience was less effective than its in-person equivalent	
2. Self-efficacy in ability to successfully apply knowledge		
3. Ability to successfully apply knowledge		

NIoT ITaP Trial, 2024



Lots of people want to be teachers

Proportion of applicants to ITE who are successful

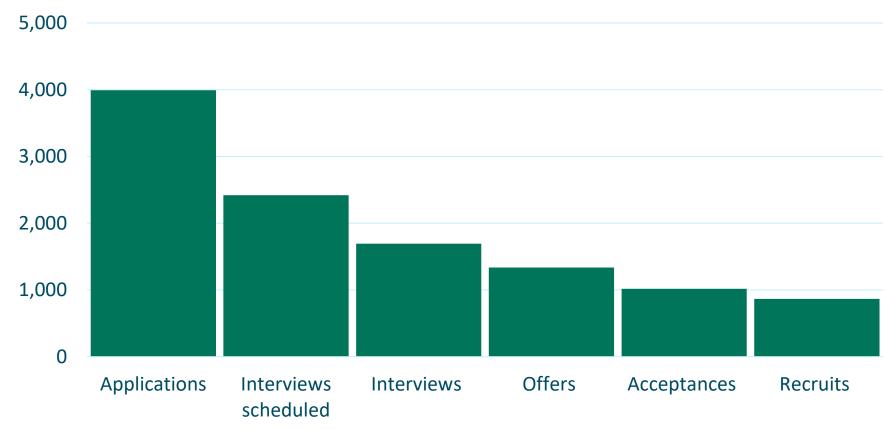


Gov.uk ITT census, December 2024; NIoT 2025/26 cohort applicant data, June 2024



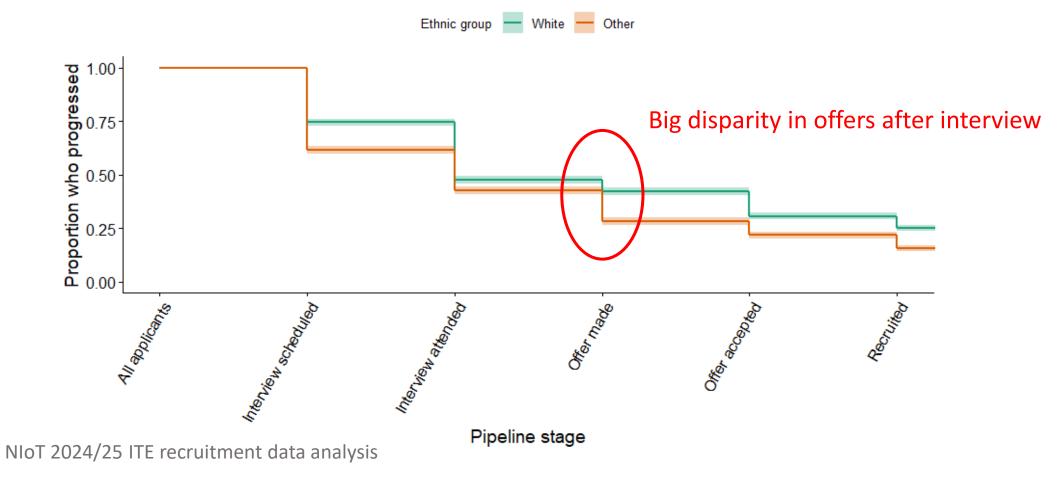
Lots of people want to be teachers







Recruitment success by ethnicity





Revealing the hidden curriculum

Preparation tips from current trainees

We asked some of our current ITE trainees to remember their own interview at NIoT, and about what tips they would give you as you prepare for your interview.



1a. Lesson introduction assessment criteria



Planning and organisation

An ability to effectively plan and structure the lesson introduction in a way that would achieve positive outcomes for your use of appropriate resources for maintaining eye contact, using supporting the lesson introduction. Evidence of good timekeeping.



Communication

Verbal and non-verbal communication techniques that are clear and effective throughout the task. This will include putting your points learners. Clear consideration and across clearly and skillfully whilst tone and gestures appropriately, and displaying enthusiasm.



Adaptability

Showing that you can respond positively and confidently when things don't go quite to plan, and get back on track quickly and







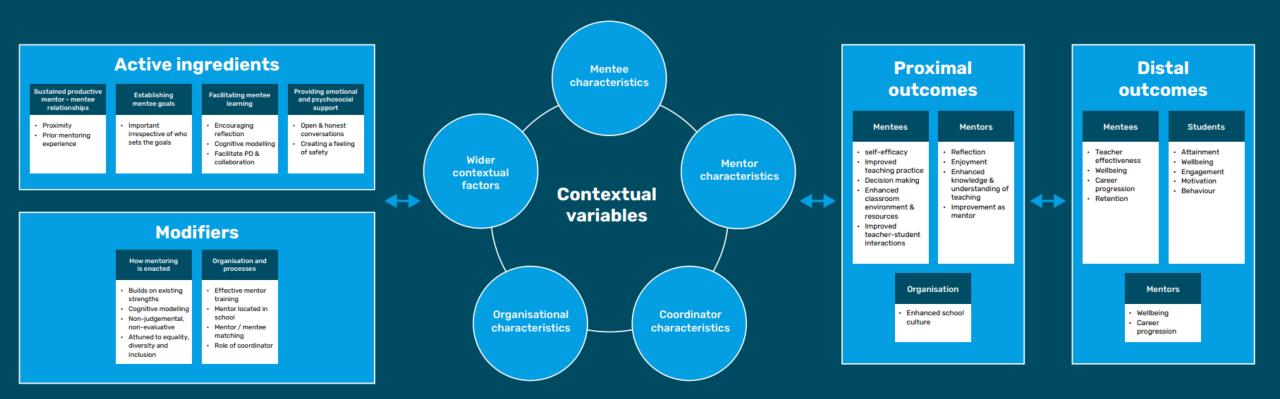
3. Written assessment



Mentors and teacher education

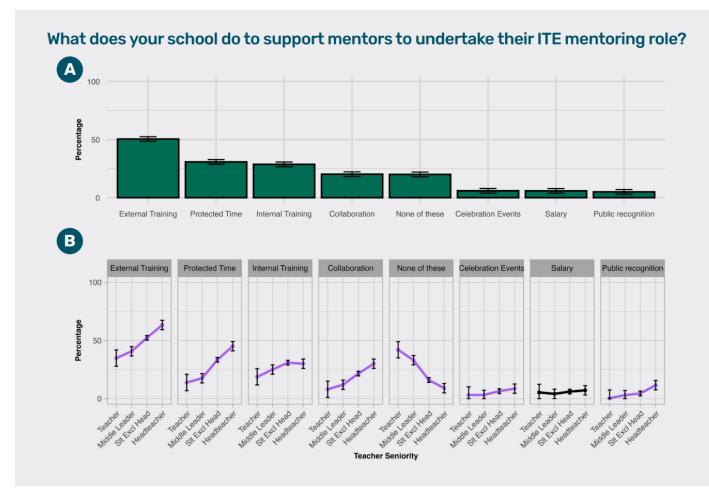


Synthesis of in-school mentoring: new conceptual framework





Levels of support for mentoring



Percentage of all respondents (Panel A) and respondents split by teacher seniority (Panel B) (overall N = 2854). In Panel B, purple lines show significant support differences among various seniority levels, while black lines show no significant differences.



Leaders, culture and systems



How are schools getting the most out of PD?

"What you need to have is people in the building **who've got leadership roles, who share a vision** for, first of all, what's wrong with the school, and where we want to get it... to get it right.

" Headteacher, Secondary in NW, community school

- 1. Collaborative leadership and shared vision: Sharing responsibilities to build a strong, unified culture and language.
- 2. Culture by design:
 Embedding PD into routines
 and the school improvement
 plan.
- 3. Teacher buy-in to PD: schools develop ways to ensure teachers are invested.

"We used to treat initiatives as 'tickand-move-on' tasks—but now we're focusing on how to maintain and embed the work. That's how we're building a culture of collaboration and continuous improvement."

Headteacher, Primary in NW, MAT

In-progress research project, NIoT



Leaders perceptions of what matters

Recruitment strategies (%)

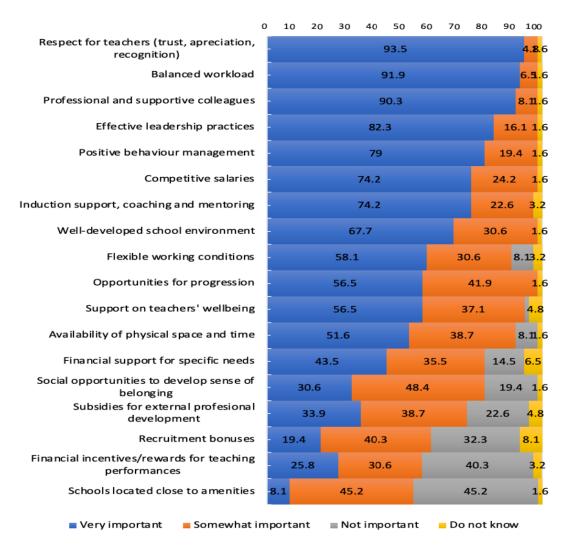
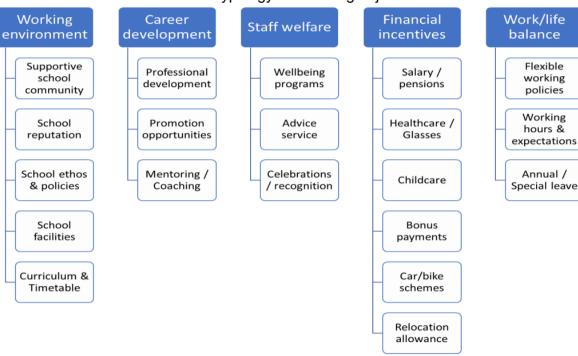


Figure 2: Recruitment and retention typology—according to job adverts



Recruitment and retention in disadvantaged schools, EEF, 2023

Teacher value add varies by school

