



**SCOTTISH EXECUTIVE**

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**THE SCOTTISH EXECUTIVE**

**REPORT OF THE 'FIRST STAGE' REVIEW  
OF INITIAL TEACHER EDUCATION**

**June 2001**

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## 1. EXECUTIVE SUMMARY

School education in Scotland is changing rapidly to meet the needs of a modernising society. The process is shaped in large part by government policy on prioritising education, social inclusion and lifelong learning but also by external influences as diverse as demography, fundamental changes in culture and behaviour and the accelerating development of information and communications technology. What is expected of teachers has had to change to maintain relevance to contemporary circumstances.

Teacher education has itself changed markedly over the past four years with the consolidation of the former colleges of education into universities and the thrust towards greater professionalisation embodied in the recent agreement 'A Teaching Profession for the 21st Century'. That agreement specifically committed the Scottish Executive to a review of initial teacher education of which this the 'first stage' report. It is understood that there will be a wider national debate on school education at some future date and, informed by that debate, a further and more comprehensive 'second stage' review which may be undertaken as an integrated task or be phased.

The remit for the present "short, focused, early examination of some key aspects of ITE" requires the consultants to:

1. **describe and map the present programme structures and practices for initial teacher education in Scotland.** This we have done in narrative form in this volume and in process maps in an accompanying volume. We recommend that the process maps should be made available on a website and periodically updated as a resource to policy-makers, staff and potential student teachers. Our major conclusion, however, was that the programmes – and especially the Postgraduate Certificate in Education programmes with just 18 weeks in a university learning environment and 18 weeks of placement in schools - were already very congested and that it was no longer appropriate to respond to a changing educational environment by adding yet more content to particular elements of the syllabus. That approach, though perhaps justified in the past on a case-by-case basis, has led in aggregate to an overcrowded and increasingly inflexible curriculum. A fundamental review is now needed of the shape, structures and modalities of teacher education for the future.
2. **examine seven pressing topic areas in initial teacher education, and make practical recommendations for improvement, where appropriate, in:**
  - partnership arrangements;
  - student placements in schools;
  - recent relevant experience of ITE teaching staff;
  - ICT in ITE;
  - behavioural management;
  - special educational needs; and

- health, with a focus on sex and drugs education.

We are conscious that practical preparations for the next session of teacher education (2001–02) have largely been made for a tranche of students due to enter the teacher education institutions in little more than two months from the date of this report, and that *inter alia* statutory and university quality assurance requirements limit the scope for immediate change. Our recommendations for change from this stage of the review are conditioned by these factors and have been made where there is:

- recognition of significant difficulty in current ITE provision;
- a clear need for change; and
- scope for improvements that can be implemented in the short term, without prejudicing a more detailed stage 2 study or causing undue disruption to ITE programmes which are imminent.

Our substantive recommendations at this stage – some are phased – are summarised at section 12.1 and are referenced back to the text of sections 4 to 10 inclusive, which address the seven issue areas. Overall, the most important strategic objective embodied in our recommendations is that of strengthening partnership working in teacher education between the teacher education institutions, the education authorities as responsible agencies for the quality of school education and employers of teachers, and the schools themselves.

- 3. prepare the ground for stage 2 of the review of initial teacher education, identifying priorities and areas of concern.** This we have done through an extensive documentary review and interview programme as the short timescale allowed, and our view of these priorities and areas of concern is stated in section 12.2. In brief, we consider that a fundamental review of initial teacher education is now required if it is to have the flexibility necessary to adapt to an increasing pace of change in society, in learning models and in the application of information and communications technology in education. This review should have at its core an options appraisal of the arrangements and means for teacher education in future, drawing on current models and best practice but not restricted to those. Partnership working, funding of initial teacher education and governance are the other key issue-areas which we consider to be priorities for a second stage review. We must stress that these are not discrete aspects of initial teacher education but rather elements of an interrelated and complex re-orientation of education to meet the changing needs of society and, especially, of the young people in our schools in the future.

The report is contained in two volumes. This volume contains the main report. The second volume contains process maps of the initial teacher education programmes of all Scottish Teacher Education Institutions.

## 2. INTRODUCTION

### 2.1 The Context of Initial Teacher Education in Scotland

Initial Teacher Education (ITE) in Scotland is governed by statute and subject to guidance<sup>1</sup> from the Scottish Executive Education Department (SEED - and formerly the Scottish Office Industry and Education Department) which gives prominence to:

- planning and implementation of ITE through a partnership between Teacher Education Institutions (TEIs), Education Authorities and schools; and
- monitoring, inspection, and advice to the Scottish Ministers - who formally hold the power of approval - in respect of programmes of Initial Teacher Education by the General Teaching Council for Scotland (GTCS), which also maintains a register of teachers qualified to practice in Scotland.

The formerly autonomous TEIs themselves are now all<sup>2</sup> assimilated into universities, in most cases recognisably continuing their ITE functions within departments or faculties of education. In terms of impacts on former college of education staff, mergers have normally required such staff to broaden the scope of their academic and professional work. In particular there is an expectation of an increase in their research activity and skills in order to assist their faculties and universities in obtaining the best possible results within periodic Research Assessment Exercises (RAEs) which are critical in academic standing and may bring additional funding. This is also a normal requirement in universities to achieve personal promotion.

In addition, it is also the case that staff who teach on courses within ITE programmes are drawn from university departments - such as computing - which are not specifically focused on teacher education. Assimilation has meant that some staff of merged education departments or faculties - especially the former university researchers - have little or no involvement in ITE. Staffing of ITE programmes has become more varied than in the former 'monotechnic' colleges of education, where mergers have occurred.

Assimilation of the former colleges of education into the various universities has had other significant consequences, for example in bringing ITE into mainstream university funding through the Main Teaching Grant<sup>3</sup> (MTG) allocations of the Scottish Higher Education Funding Council (SHEFC) and increasing the library and Information and Communications Technology (ICT) resource base for ITE within the merged institutions. Mergers have normally subjected the management of ITE to

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<sup>1</sup> The Teaching Council (Scotland) Act 1965, Further and Higher Education (Scotland) Act 1992, Part II, s.55 and the Teachers (Education, Training and Recommendations for Registration) (Scotland) Regulations 1993 set the context for inspection and approval of ITE programmes, and the Regulations also stipulate broad content. The subsequent Guidelines for Teacher Education in Scotland (SOEID Nov. 1998) imply that GTCS accreditation of programmes is, in effect, a pre-requisite of Ministerial approval. The GTCS Handbook for Accreditation and Review is a useful and essential reference in this area.

<sup>2</sup> The mergers of Northern College's Aberdeen campus with the University of Aberdeen and of its Dundee campus with the University of Dundee are currently being finalised. ITE at Stirling University constitutes the exception here - it was designed as an integral programme of the University from the first intake in 1966.

<sup>3</sup> The methodology of which is subject to current review.

the wider practices of the 'host university', including quality assurance and course development processes, and wider issues of governance within the universities. This has generally reduced the potential for rapid and targeted solutions to ITE-specific issues such as staff secondments to schools or the treatment of staff time in maintaining partnership arrangements. In the case of the former St Andrew's College, now part of the Faculty of Education at The University of Glasgow, there is a particular sensitivity to the changed ethos of ITE within a university compared to that within the former denominational college.

### 2.1.1 A Teaching Profession for the 21st Century

Since responsibility for ITE was passed to the Scottish Executive as one of many devolved matters under the Scotland Act 1998 there have been a number of significant developments which together set the context for this study. Many of these developments stem from the Agreement following the McCrone Committee of Inquiry<sup>4</sup>, the most relevant of which include:

- significant progress in achieving the educational community's shared objective of strengthening professional development within teaching. An earlier review of the General Teaching Council (GTCS) had emphasised a need for this and advocated an 'active register of teachers' in which continued registration was dependent upon the periodic demonstration of Continued Professional Development (CPD) activity. The agreement incorporates a more holistic (and less prescriptive) definition of teachers' duties and "an on-going commitment to maintain (teachers') professional expertise through an agreed programme of continuing professional development"<sup>5</sup>. CPD is a theme running strongly through 'A Teaching Profession for the 21st Century' and is explicitly linked to a commitment to review ITE;
- greater flexibility in the career structure of teachers, where the new structure with effect from 1<sup>st</sup> April 2002 introduces the programme of Chartered Teacher by qualification and a comprehensive job-sizing review for existing post-holders. The objective of these measures is, *inter alia*, to enhance career opportunities for classroom teachers;
- changes in the conditions of service of teachers which facilitate greater flexibility in staff deployment, with a 35-hour working week from 1 August 2001 and a phased reduction of maximum class contact time to 22.5 hours per week. "From August 2006, at the earliest, the contractual obligations of teachers will be expressed in relation solely to a 35-hour week within which a maximum of 22.5 hours will be devoted to class contact." There is to be a personal allowance of at least one-third of actual class contact time for preparation and correction and here teachers will have greater scope to work in locations of their choice when undertaking tasks which do not necessarily require school attendance. The remaining time will be subject to agreement at school level and will be planned *inter alia* to encompass CPD: "An

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<sup>4</sup> "Committee of Inquiry into Professional Conditions of Service for Teachers". Its two-volume Final Report was dated 31<sup>st</sup> May 2000 and entitled 'A Teaching Profession for the 21st Century'. Somewhat confusingly the 'Agreement reached following recommendations made in the McCrone Report' was given the same overall title but was published in January 2001. We distinguish the Report or the Agreement as appropriate.

<sup>5</sup> *Op. cit.*, Section 2, paragraphs 2.2 - 2.5, Section 4 and Annex B.

additional contractual 35 hours of CPD per annum will be introduced ... for all teachers, which shall consist of an appropriate balance of personal professional development, attendance at nationally-accredited courses, small scale school based activities or other CPD activity.";

- significant staged salary increases over a period to 1<sup>st</sup> August 2003, structured differently for various grades of teaching staff and linked to assimilation and job-sizing provisions. The overall increase at the top of the classroom teacher scale will be in excess of 20% over the period before factoring incremental progression; and
- a 'winding down' scheme for more experienced teachers to allow them to reduce their work commitments prior to retirement so as to enhance the career expectations of younger teachers and the attractiveness of the profession to potential recruits.

The main thrust of 'A Teaching Profession for the 21st Century' is to revitalise the teaching profession through enhancing the pay and improving the career prospects and status of teachers in return for acceptance by them of duties and responsibilities that are more clearly those of a profession than of an education workforce. The CPD provisions in the Agreement are, as stated, central to the professionalisation of teaching. Each teacher will have an agreed annual CPD plan within the parameters noted above, and be required to maintain an individual CPD record<sup>6</sup>. Teachers will be expected to take full responsibility for their practice within the revised statement of duties, which in turn is specifically written to allow the scope for individual determination (subject to management prioritisation) typically found in professions.

It is clear that one of the key issues which arises from these developments is the need for coherence in the educational environment. This requires the articulation of ITE with the processes of induction which are currently being planned. Ideally, this coherence should also relate to the national priorities expressed by Ministers, and the national initiatives being undertaken in areas such as curriculum development and educational research. The professional education of teachers must be informed by an awareness of these relationships.

These themes set the context for the current review of ITE, and indeed a commitment to such a review is made within the Agreement. The Agreement alters the context of new teacher development significantly by two key provisions that:

- "All probationers should be guaranteed a one-year training contract..."; and
- such contracts will stipulate "...a maximum class commitment of 0.7 FTE, the remaining time available for professional development." <sup>7</sup>

In our view, these provisions might facilitate more radical structural changes in teacher development.

### **2.1.2 Organisational Change in Teacher Education Institutions**

Recent pressures for rationalisation in higher education have progressively reduced the numbers of TEIs and resulted in the remaining colleges of education in Scotland

<sup>6</sup> Agreement clause 2.5 'Continuing Professional Development (CPD) and the Working Year'.

<sup>7</sup> Op cit. Section 4 paragraph 4.1.

losing their autonomy and becoming assimilated into universities. The TEIs and their predecessor organisations are currently (late June 2001):

- Moray House Institute of Education at the University of Edinburgh (Moray House College of Education);
- Northern College of Education (at two campuses in Aberdeen and Dundee);
- University of Paisley School of Education (Craigie College);
- University of Glasgow Faculty of Education (St Andrew's College);
- University of Stirling Department of Education; and
- University of Strathclyde Faculty of Education (Jordanhill College).

Northern College is in the latter stages of merger negotiations with the Universities of Aberdeen and Dundee and it is expected that those mergers will be concluded this autumn, effectively dividing Northern College between:

- University of Aberdeen Faculty of Education (Northern College at Aberdeen);
- University of Dundee Faculty of Education (Northern College at Dundee).

There will be significant longer-term implications for the new structure of teacher education from this assimilation of TEIs into the university sector. Indeed, the term TEI is something of a misnomer as the organisations are not institutions in their own right, but faculties or departments of larger university institutions. TEIs have no autonomous governance and are not now the separate legal entities that this term might imply<sup>8</sup>.

The university environment is one with a high degree of emphasis on primary research and the generation of original scholarship, merging with a student education function, and this is reflected in the underlying funding structure<sup>9</sup>. The nature of the work of the TEIs with respect to ITE is essentially a function requiring the professional learning of students. Historic evidence suggests that the TEIs' traditional activities make a limited direct financial contribution towards the research targets of the universities. It is likely that increasing pressure will be brought to bear on TEIs to enhance their contribution to the research activities of the universities. This may require TEIs to reconsider the professional profiles and skill base required of their staff and their organisational structures to achieve both the ITE and research expectations of the universities.

However, being part of a larger university organisation presents the TEIs with opportunities not only for enhancing their research capabilities, but also for drawing on the skills and expertise of other university staff in enhancing teacher education. This can be achieved through the integration of teaching from other faculties for specialist areas of the syllabus (for example, in ICT) or in the offering of elective studies for students in a broader range of specialist subject areas. This and the second stage of the current review of ITE must incorporate an awareness of how the

<sup>8</sup> In the interests of brevity the terms 'TEI' and 'TEIs' will be used throughout this report, but they should be understood to refer to provider(s) of initial teacher education within higher education institutions.

<sup>9</sup> I.e. funding through a combination of Main Teaching Grant and a Research Assessment Exercise (RAE).

changed corporate identity of the TEIs will impact on the future delivery of teacher education.

### 2.1.3 Other Influences on ITE

There are a number of other current influences and factors that together set the context for the current review of ITE, including:

- recognition of the need to underpin the Government's social inclusion objectives in education by relating ITE more closely to the current realities of school education, including building-in greater consideration of the difficult issues of -
  - ⇒ accommodating or adjusting the increasingly 'crowded curriculum';
  - ⇒ supporting the learning of *all* children in schools;
  - ⇒ improving behaviour management; and
  - ⇒ adopting a holistic approach to the education of the whole person, including the integration of health education into the curriculum;
- an appreciation that the current arrangements for placements for students in schools can, in some cases, be unsatisfactory and fail to provide students with appropriate learning experiences, especially, perhaps, in SEN and ICT;
- a growing awareness of the need to develop computer literacy in school teachers, not only in their own planning and preparatory work, but also in their understanding of, and ability to use, digital learning environments. This echoes the strong thrust to digital learning environments in higher education;
- changing and increasing demands on the curriculum in response to a changing society as reflected *inter alia* in current behaviour patterns with respect to drugs and their abuse and behaviour in general; and
- expansion of the numbers of students entering ITE through a major expansion in the availability of Postgraduate Certificate of Education (PGCE) places in TEIs.<sup>10</sup>

## 2.2 The Consultancy Remit

The invitation to tender for this consultancy assignment stated the requirement as a "short, focused, early examination of some key aspects of ITE" as a first stage in implementing the recommendation of 'A Teaching Profession for the 21st Century' that there should be a review of ITE. This review precedes a proposed all-embracing review of ITE. Indeed, it specifically acts as a forerunner, or stage I review, to a more substantial review and is designed to identify the scope of a second stage review.

The breadth and timing of the consultancy remit has been a matter of comment and concern for several stakeholders. There has been particular scepticism on the potential usefulness of a review of several very complex areas, conducted within

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<sup>10</sup> SHEFC statistical annex to HE 15/2001, 19 April 2001.

such a short timespan (just seven weeks). Nonetheless, whether or not they welcomed the consultancy remit, all parties consulted have engaged with the review in a fully co-operative manner.

Deloitte & Touche would like to thank all those involved in the field of teacher education who gave willingly of their time, in interviews and in other ways, to help ensure that this independent review of their sector was fully sensitive to best professional practice.

Especially warm thanks are due to Professor Bart McGettrick, Dean of the Faculty of Education at The University of Glasgow and (*inter alia*) Convener of the ITE Benchmarking Group, who kindly accepted our invitation to act as an expert Professional Advisor to the consultancy team, and who has been a source of helpful advice and constructive criticism during an intense seven-week assignment. Any flaws or shortcomings in this report are our responsibility - credit for its strengths we share willingly with Professor McGettrick.

### 2.2.1 Study Objectives

The study remit comprises three key elements:

- **Remit 1** - to map the current ITE programme structures and practices;
- **Remit 2** - to examine the seven pressing topic areas in ITE listed below, and make practical recommendations for improvement, where appropriate, in:
  - ⇒ partnership arrangements;
  - ⇒ student placements in schools;
  - ⇒ recent relevant experience of ITE teaching staff;
  - ⇒ ICT in ITE;
  - ⇒ behavioural management;
  - ⇒ special educational needs; and
  - ⇒ health with a focus on sex and drugs education;
- **Remit 3** - to outline the scope and prepare the ground for stage 2 of the ITE review, identifying priorities and areas of concern.

### 2.2.2 Methodology

**Remit 1**, mapping of the current ITE programmes and practices, has been undertaken based upon a review of documentation supplied by the TEIs that details the course content, structure and overall process. Maps have been prepared<sup>11</sup> in sufficient detail to clearly demonstrate the differences in processes and practices between:

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<sup>11</sup> ...in 'Visio 10' application, to allow both hard copy production for Volume 2 of this report and, if wished by the client, future digital access. Visio presents information in layers, allowing those accessing it to 'drill-down' to access information to the detail required. Documents of many types – including TEI induction materials, course descriptors or multi-media presentations - can be attached. It is thus an effective and convenient means of recording and making available information on complex ITE processes – and can be progressively enriched and updated as required as an ongoing resource for the sector.

- different TEIs;
- different qualifications within a TEI (Bachelor of Education (BEd) and Post Graduate Certificate in Education (PGCE));
- primary and secondary qualifications; and
- different courses within a type of qualification (e.g. BEd Music and BEd Technology).

**Remit 2**, the study of the seven specified topics, has been undertaken through three principal activities:

- an extensive round of consultations with representatives of the TEIs, Association of Directors of Education in Scotland (ADES), The General Teaching Council for Scotland (GTCS), Teacher Organisations, Scottish Executive Education Department (SEED) policy departments, schools, student teachers, the Convention of Scottish Local Authorities (COSLA), Learning and Teaching Scotland (LTS), HM Inspectorate of Schools (HMI) and other relevant organisations. A list of organisations and individuals consulted during this study is attached to this report at Appendix 1;
- inviting responses from interested parties to a questionnaire on a Deloitte & Touche Internet site. The questionnaire was designed to cover each of the seven topics and asked respondents to assess the current ITE provision in relation to each and to suggest improvements that might be introduced. A text copy of the questionnaire is attached at Appendix 2 to this report, and a summary of responses can be found at Appendix 3; and
- a desktop review of recent relevant literature to gain background knowledge of the subject areas. This review included a review of three years of GTCS accreditation and review reports.

**Remit 3**, the scoping and ground preparation for a fuller stage 2 study of ITE, has been based upon the findings of remits 1 and 2 and on assimilated information gathered during the course of the review.

### 2.3 Basis of this Report

This report has been prepared using the information sources identified above. Some issues engendered broad agreement amongst consultees and others proved more contentious. The level of consensus found has been referenced where appropriate in the sections of the report that consider each of the seven topics.

The timescale for undertaking this study has been demanding, just seven weeks from inception to final reporting. This has meant that, by necessity, the report findings have been based upon the oral statements made, backed up by published research where possible. However, the evidential basis for some contentions by respondents is solely the oral representations received during the study. This has been referenced as appropriate and given due weight by the consultants.

## 2.4 Basis of Recommendations

The consultancy remit asked the consultants to make recommendations for the improvement of ITE. Accordingly, these have been made where there is:

- recognition of significant difficulty in current ITE provision;
- a clear need for change; and
- scope for improvements that can be implemented in the short term, without prejudicing a more detailed stage 2 study or causing undue disruption to ITE programmes which are imminent.

Where there are no practical solutions that can be implemented in the short term we have refrained from making specific recommendations. We have noted that scope for immediate changes has to be considered in a context where planning for 2001/02 ITE courses has already been largely concluded (annual internal review, revisions of course descriptors, discussions with partners and internal quality assurance) and, therefore, recommendations may provide for staged introduction.

## 2.5 Structure of this Report

This is our Final Report. It is the major 'deliverable' from this stage of the review and should be read with volume 2 - process maps of all ITE programmes in Scotland.

The structure of the report is mapped onto the three areas of the consultancy remit.

**Section 1** is an Executive Summary.

**Section 2** introduces the report, states the background and establishes the remit of the study.

**Section 3** considers the current scope, shape, principles and practices of ITE. This section addresses Remit 1 and is supplemented by detailed process maps found in an accompanying volume. The process maps have been reviewed by the relevant TEIs for validation of their accuracy. The reason for this is not only that the descriptions of the programmes in the TEI documentation are complex but also that written statements may not fully reflect actual practice in ITE.

**Sections 4 - 10** address Remit 2, with each section dedicated to one of the seven specified topics. Each section examines the context and purpose of the topic and the current practices (as determined through the consultations). The key issues as identified by the consultees are extracted from the consultation findings and recommendations to address the issues are presented, where appropriate.

**Section 11** addresses Remit 3 and considers the fundamental issues in ITE that need to be explored in greater detail in a stage 2 review.

**Section 12** summarises the recommendations of this review in two sub-sections:

- Recommendations for immediate action; and
- Recommendations on the scope and shape of 'stage 2' of the review.

This report is supplemented by the following appendices:

- Appendix 1** a list of organisations and individuals consulted;
- Appendix 2** text of website questionnaire;
- Appendix 3** *verbatim* responses to website questionnaire; and by
- Volume 2** ITE process maps, signed-off by the appropriate TEIs as being an accurate statement of their ITE programmes.

The extensive mapping undertaken within this review could, in due course, be made available in digital form and periodically updated as an ongoing resource for researchers, policy-makers and others in teacher education.

### 3. REMIT 1 - SCOPE, SHAPE, PRINCIPLES AND PRACTICES IN ITE

#### 3.1 The Model of the Teacher

The 'Model of the Teacher' for the future will constitute an essential point of reference for a review of ITE and hence for this report. Work on Benchmarks for Initial Teacher Education in Scotland<sup>12</sup> over the past two years has developed the model, and it is intended that the forthcoming Standard for Full Registration<sup>13</sup> will provide a statement of required professional competences against which teachers will be assessed for full registration.

The evolving model of the teacher requires him or her to demonstrate *inter alia*:

- the skills and approaches to learning and teaching which engage pupils in active learning in schools;
- the ability to solve the problems which arise in the normal course of teaching;
- appropriate attitudes to improving the learning of individual pupils and to work for the common good of society through a range of educational activities.

Development of the model is informed by educational research which emphasises the greater effectiveness in contemporary practice of structured learning than of didactic approaches to teaching. The changing technical and social context of school education in future will require periodic revision of the model to take account of contemporary circumstances.

##### 3.1.1 Core Elements of the Model of the Teacher

If the fundamental changes envisaged in 'A Teaching Profession for the 21<sup>st</sup> Century' are to be achieved, the teacher must be equipped to operate as an agent of change in an environment that is likely to change at an increasingly rapid pace. The effective and appropriate application of ICT in education has a central role in modernising schools so that they can operate and adapt successfully in a changing environment, ICT will impact both as a facilitator of new and more effective learning modes and as a central influence on the society for which young people are being prepared.

In addition to the ICT and traditional skills required to facilitate learning by pupils to demonstrate attainment standards, the modern teacher needs to be able to educate in a far broader sense and to develop a positive and inclusive ethos within schools. It is through this that education will serve society. These changes are being driven by the needs of children in the classroom, to which 'A Teaching Profession for the 21<sup>st</sup> Century' is the considered response rather than the fundamental driver of change.

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<sup>12</sup> 'Benchmark Information on The Standard for Initial Teacher Education in Scotland - Consultation Document' (April 2000), and subsequent 'The Standard for Initial Teacher Education in Scotland - Benchmark Information' (completed in October 2000 and published in February 2001 by the Standing Committee on Quality Assurance in ITE in Scotland).

<sup>13</sup> Currently in draft - it is being developed jointly by SEED and GTCS.

The teacher will be expected to become an educator in a wider sense than hitherto, seeking to make a positive contribution to society as a whole and moving away from a narrow focus on imparting knowledge. Teachers will need to demonstrate interpersonal skills to enable intra- and inter-professional working to be at its most effective in supplying children with the full range of professional support needed in their education. The teacher will need to be capable of a flexible response to the needs of individual children, and to have confidence in his or her professional judgement in identifying and fulfilling these needs.

TEIs need to prepare students for this enhanced role of educator and to fit them to exercise their professional judgement with confidence. Attention needs to be given to this set of professional skills, and to the avoidance of any narrow 'instructional' conception of the teacher's role.

The emerging model of the teacher suggests that the newly qualified teacher will continue to apply generic skills and abilities, but that these will underpin more focused roles in subject development and specific ways of facilitating learning. The changing content of the curriculum will be part of the normal repertoire of professional skills for such an individual, who will continually seek to update and expand his or her skills throughout a career by structured continued professional development.

In addition, the teacher will opt to develop specialist skills and understanding at appropriate points over a whole career, and in certain cases this will result in specialist qualifications and awards. 'A Teaching Profession for the 21<sup>st</sup> Century' builds on this and emphasises the need for continuing professional development. This attitude towards working in an environment of continuing change is best established within the period of Initial Teacher Education.

### **3.1.2 Accountability and Professionalism**

'A Teaching Profession for the 21st Century' signals a recognition of teaching as a profession on a par with all others. The enhanced status accorded to the profession in the implementation of the Agreement will be accompanied by a restructuring of the employment structures and expectations of the profession. This inevitably implies a restructuring of the professional development of teachers from ITE, through the induction year into continuing professional development (CPD) and, for some, to the Chartered Teacher programme.

### **3.1.3 Competence Statements in the Standards and SOEID Guidelines**

The Standard for Initial Teacher Education in Scotland (SITE) was issued on 26 February 2001 and incorporates in its Benchmark Information<sup>14</sup> a comprehensive statement of the competences of teachers which ITE should seek to develop. The Benchmark statements and 'expected features' - or competences - are grouped into:

- professional knowledge and understanding;

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<sup>14</sup> first published, after consultation, in February 2000. Note that the forthcoming 'Standard for Full Registration' (SFR) is intended to dovetail with SITE and to build on the three categories of competences or 'expected features'. SFR specifies what is expected of a teacher seeking full registration with GTCS at the end of the induction process whilst SITE specifies what is expected earlier, at the end of ITE.

- professional skills and abilities; and
- professional values and personal commitment.

The competences in SITE reflect *inter alia* those specified in Section D of the 1998 SOEID Guidelines for Initial Teacher Education.

To implement the Standard, a draft Handbook for Collaborative Review (of TEIs) has been developed jointly by representatives of higher education institutions, the General Teaching Council for Scotland, Education Authorities, schools, teachers' professional associations, HMI and the Scottish Executive and sets out a review process which will be piloted in the autumn of 2001 and used for the cycle of reviews from September 2002 to 2006. The programme will evaluate the initial teacher education provided in all higher education institutions and include their partnerships with education authorities and schools.

The GTCS is a major party to the process of Collaborative Review and it is intended that the process should *inter alia* fully inform its statutory review processes. Recommendation on accreditation will continue to be made by the GTCS to SEED, but will be based on the current statutory provisions, in particular the SOEID 1998 Guidelines, until such time as these are changed to incorporate the new process and statements of competence. Though the respective powers and responsibilities of the parties in ITE remain less than clearly defined - there are issues of governance which should be clarified within ITE but which lie outwith the remit for this review - all participants in Collaborative Review will be acting on behalf of the Minister.

While much of the media coverage of 'A Teaching Profession for the 21st Century' has focused on increased pay for teachers, the real thrust of the Agreement lies in the more general restructuring and development of teaching as a profession. The two key themes that underpin that are a new model of a teacher to meet the changing needs of the classroom, and a new model of accountability and professionalism within teaching.

## 3.2 Scope and Shape of ITE

### 3.2.1 Governance and Partnership

There is no common required structure for ITE programmes in Scotland<sup>15</sup>, nor a strategic overview of the pattern of ITE programmes, and each TEI prepares students in different ways (for example, different timings and lengths of placements and different approaches to the syllabus content). This has always been the case. However, as stated, governance issues, and especially the boundaries of responsibility of the various agencies, need to be clearer in future and this could usefully be addressed in the further stage of ITE review which is being considered.

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<sup>15</sup> Unless one counts the 1998 SOEID guidance as such. The key agencies in ITE are SEED, acting on behalf of the Minister, GTCS in accreditation and registration, the TEIs in delivering programmes, SHEFC in funding them, QAA for quality standards in ITE, Education Authorities and schools.

There is, however, an overall regulatory framework provided by legislation<sup>16</sup> and implemented by a variety of agencies including the GTC, as referenced earlier, and the successful enhancement and restructuring of the teaching profession which is sought will depend on shared ownership of issues between TEIs, the GTCS, schools and Education Authorities. The most important manifestation of that shared approach will be in Collaborative Review (of ITE programmes, jointly by the main parties noted, with Ministerial representation).

Many of the working practices in ITE have been based upon informal agreements founded on goodwill and a desire from teachers, schools, TEIs and Education Authorities to help student teachers. There is now a need, as well as a real opportunity, to consolidate these good practices into a more secure framework of accountability and professionalism to support implementation of the changes in 'A Teaching Profession for the 21st Century', and this review should assist in realising that. We therefore see the clearer definition of partner roles and responsibilities in ITE as a key underlying issue in this period of change and development for the profession.

### **3.2.2 The Qualifying Programmes**

There are five principal initial teaching qualifications<sup>17</sup> awarded by TEIs in Scotland:

- Post Graduate Certificate in Education (PGCE) Primary;
- Post Graduate Certificate in Education (PGCE) in Secondary Subjects;
- Bachelor of Education (BEd) Primary;
- Bachelor of Education (BEd) in Secondary Subjects; and
- Concurrent Undergraduate Degrees with teaching qualification.

### **3.2.3 Post Graduate Certificate of Education**

The PGCE qualification in Scotland, for both primary and secondary teaching, is a one-year course of study, divided so that the student normally receives eighteen weeks of teaching within a TEI and at least eighteen weeks of classroom experience on school placement. The placement weeks are usually broken up in to two or three placements, often within different schools and with different class teachers and pupils. Entrants to a PGCE course must first have gained a degree validated by a UK higher education institution, or overseas equivalent, have a Higher Grade Certificate of level C or above in English and a Standard Grade Certificate in Maths at grade 1 or 2. The PGCE qualification attracts both recent graduates and older students who have chosen a teaching career after gaining work experience in other fields.

The PGCE Primary qualification prepares a newly qualified teacher to teach all classes of primary school across the entire 3-12 age range, covering pre-school education and achievement at Levels A to F in all curriculum areas of the 5-14 programme. This is a very large spectrum catering for pupils starting formal

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<sup>16</sup> "The Secretary of State may make regulations .... as to the content, nature and duration of courses of education and training for teachers provided by relevant institutions and as to requirements for the assessment of students participating in such courses..." (Further and Higher Education (Scotland) Act 1992, Part II, s.55)

<sup>17</sup> There is also a part-time PGCE route to teaching qualification.

education with no knowledge of language or number, potentially through to Level F understanding for the most able pupils. The programme for the PGCE Primary qualification was regarded by all involved respondents as extremely crowded.

The PGCE Secondary qualification prepares the newly qualified teacher to teach the syllabuses for the later stages of the 5-14 Programme, Standard Grade, Higher Grade and Advanced Higher qualifications in the subject area or areas related to their degree. The course entry requirement is a first degree in a subject area. The PGCE Secondary qualification is also viewed by respondents as having severe pressure on the curriculum within the required elements in the one-year time frame.

### **3.2.4 Bachelor of Education Degree Programmes**

The BEd honours programmes for primary qualification are four year in duration. The entry requirements are normally Higher qualifications or alternatively 'A' Levels or Advanced Highers. Students are often school or college leavers and are usually younger and less experienced than their colleagues starting PCGE courses.

The four-year BEd Primary qualification, like the PGCE Primary, prepares teachers to teach the age range 3-12 years, and again comprises elements of professional education within the TEI and experience on placement in the classroom and schools. While individual TEIs have their own arrangements for placements, the BEd course offers significantly more classroom placement experience than its PGCE counterpart. Additionally, the longer course enables underlying themes to be planned throughout the four years to ensure that students revisit these and develop an understanding of their inter-relation as the programme develops. The longer programme also offers greater opportunity for students to undertake more detailed elective studies in areas of particular professional interest.

The Undergraduate Secondary qualification, like the PGCE Secondary qualification, prepares teachers to teach ages 12 - 18+ for the later stages of the 5-14 Programme, Standard Grade, Higher Grade and Advanced Higher qualifications in specific subject areas. The four-year course includes learning about effective teaching and learning, and practical experiences in schools and classrooms when on school placement. All programmes are concerned with the development of professional attitudes in the individual teacher, the communities of the schools and the wider expectations of society.

### **3.2.5 Concurrent Degrees**

Universities are now developing a range of programmes of a concurrent nature. These vary in style and nature, and offer additional routes for students gaining access to teaching. For example, the University of Stirling offers concurrent degrees which make full use of the flexibility inherent in its modular undergraduate degree structure, semester system and the principle that entry is to the University and not to any particular programme. In these degree programmes the student studies a subject specialism to degree standard at the same time as studying for a teaching qualification. The programmes<sup>18</sup> provide a variety of methods of study and possible qualifications as listed:

- three and a half years for a general degree with a diploma in education;

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<sup>18</sup> See the detailed process maps for The University of Stirling in Volume 2 of this report.

- four and a half years for an honours degree in:
  - a teaching subject *with* education, and a diploma in education;
  - a teaching subject *and* education, and a diploma in education;
  - two teaching subjects and a diploma in education; and
  - modern languages and a diploma in education.

Stirling and Heriot Watt Universities also jointly provide general and honours degree programmes in Mathematics and Physics Education. Concurrent courses are attractive in that they provide a degree qualification in a specific subject in parallel with the teaching qualification, offering greater flexibility to students throughout their programme of study.

### 3.2.6 Student Volumes in ITE Programmes

‘A Teaching Profession for the 21st Century’ aims to raise the numbers of students seeking to enter the teaching profession significantly in the next few years and to enhance standards in the profession. It aims *inter alia* to address the issues posed by the ageing population of current teachers in Scotland<sup>19</sup> and the shortage of qualified teachers, notably in science and language subjects for secondary teaching<sup>20</sup>.

The Agreement is itself a major driver for increased student numbers in its provisions that:

- class contact time for serving teachers will be phased downwards to 22.5 hours per week by 2006; and
- the class contact time of probationary teachers in their contracted induction year will be restricted to 70% of available time.

The PGCE courses offer the most effective means of achieving the increase required to meet the strategic needs of an ageing profession and to allow for these adjustments to the working week, and that is where the greatest expansion is planned<sup>21</sup>. It is likely that considerable pressure will arise within the TEIs in providing the increased number of places on courses and placements, but the Scottish Teacher Education Council has assured the Executive that its member TEIs will succeed in providing the required student places to accepted quality standards.

### 3.3 Process Mapping of ITE

No individual Scottish TEI offers the full range of initial teaching qualifications discussed in this section.

<sup>19</sup> More than half of Scottish teachers are over 45 years old and more than a quarter are over 50 years old. (McCrone Report Section 1.8). It is calculated that approximately one third of teachers will retire by the end of the current decade, facilitating *inter alia* a major change in occupational culture.

<sup>20</sup> SHEFC may now consider apply a ‘clawback’ of funding in cases where TEIs fail to achieve target proportions of their intakes in designated shortage subjects.

<sup>21</sup> See SHEFC circular HE 15/2001, 19 April 2001 - or the extract following this Section.

Table 3.3 below shows the courses on offer at the different TEIs for the Sessions 2000 - 2001 and 2001 - 2002 and the number of funded<sup>22</sup> student places offered by each TEI.

The study remit commissioned the preparation of process maps to identify the course delivery for the PCGE and BEd primary and secondary qualifications in the six (intended soon to be seven) Scottish TEIs. These will be found in the accompanying volume 2 of this report<sup>23</sup>.

**It is recommended that the process maps for ITE programmes in Scotland should be made freely available to researchers, policy-makers and others in digital form on an appropriate web-site so that they may be periodically updated as a resource for the sector. Intending students should be directed to the process maps so that they can explore the course contents and approaches of the various programmes to the depth that they wish, in order to inform their choice of programme.**

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<sup>22</sup> By SHEFC – but note that there may be 'fee-only' and/or non-EU students in addition to the numbers shown.

<sup>23</sup> These process maps have been signed off for accuracy by the appropriate TEI before publication.

**Table 3.3 - Student Intakes by Initial Teaching Course and ITE Sessions 2000 - 2001 and 2001 - 2002.**

Institution / Course	BEd Primary		BEd PE		BEd Technology		BEd Music		PGCE Primary		PGCE Secondary		Concomitant Degree		TOTAL	
	00/01	01/02	00/01	01/02	00/01	01/02	00/01	01/02	00/01	01/02	00/01	01/02	00/01	01/02	00/01	01/02
University of Edinburgh	139	139	100	100	9	9	-	-	63	143	184	189	-	-	495	580
University of Glasgow	140	141	-	-	14	23	-	-	75	150	165	175	32	32	426	521
Northern College	169	170	-	-	-	-	27	23	72	164	175	183	15	15	458	555
University of Paisley	84	82	-	-	-	-	-	-	30	67	61	61	-	-	174	210
RSAMD	-	-	-	-	-	-	20	19	-	-	-	-	-	-	20	19
University of Stirling	-	-	-	-	-	-	-	-	-	-	-	-	115	115	115	115
Strathclyde University	169	169	-	-	-	-	-	-	76	183	416	436	30	30	691	818
<b>TOTAL</b>	<b>701</b>	<b>701</b>	<b>100</b>	<b>100</b>	<b>23</b>	<b>31</b>	<b>47</b>	<b>42</b>	<b>316</b>	<b>707</b>	<b>1000</b>	<b>1044</b>	<b>192</b>	<b>192</b>	<b>2379</b>	<b>2818</b>

Source: SHEFC circular letter HE 15/2001, 19<sup>th</sup> April 2001.

## **4. REMIT 2:1 - PARTNERSHIP ARRANGEMENTS**

*“(Partnership Arrangements are) currently in place between Education Authorities and Teaching Educational Institutions in order that localised needs can be taken into consideration when decisions are being taken on the numbers in specific courses are determined. The extent to which the aforementioned actually happens is a matter of debate and as such an analysis of the current partnership agreements currently in place will be a useful contribution.”*

### **4.1 Policy and Context**

Initial Teacher Education in Scotland requires the interaction of a number of interested parties:

- Education Authorities, which are concerned with the current and future demand for teachers and which work with TEIs to try to ensure that the numbers, subject distribution and quality of new entrants to the profession match the requirements of schools. To this end Education Authorities also work with schools in their areas to ensure that student placements are available in sufficient quantity and quality;
- TEIs, which work with the Education Authorities to recruit and train the requisite number of teachers and with schools to ensure that the requisite number of quality placements are available for students; and
- schools, which work with Education Authorities and TEIs to ensure that student teachers receive a placement experience of an appropriate quality.

The system of Initial Teacher Education in Scotland has developed a partnership approach with the aim of enhancing ITE programmes and, therefore, preparing teachers to develop the quality of teaching and learning in Scottish schools<sup>24</sup>.

#### **4.1.1 Scope of Partnerships in ITE**

Partnership arrangements extend through ITE and into the employment of teachers and CPD. Partnership arrangements for ITE encompass the following activities:

- matching supply and demand in terms of numbers in specific courses;
- selection of students;
- course design and planning;
- liaison between school and TEI staff about course requirements;
- structure and content of the school experience;
- organisation of school placements;
- supervision, support and assessment of students on placement;

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<sup>24</sup> See the ‘Report of the Working Group on Partnership in Initial Teacher Education’, The General Teaching Council for Scotland, March 1997.

- training and support of staff in schools; and
- course evaluation and quality assurance.

Partnership arrangements are an area of concern as identified by the GTCS<sup>25</sup>. Overall, there is a lack of formal arrangements, and different approaches to partnership are adopted across Scotland. Where the current arrangements operate successfully, it is essentially due to the goodwill and best intentions of a number of individuals within the different parties. Whatever adjustments may be agreed to the system of ITE, it is suggested that these relationships are enhanced and developed.

#### 4.1.2 Resourcing of Partnerships

An earlier report on Costs of Partnerships<sup>26</sup> indicated that existing partnership arrangements are costly to all parties, and that no explicit funding is made available to support the partnership process. The costs largely arise from the amount of paid staff time required for necessary liaison between the TEIs, Education Authorities and the schools. It should be remembered that TEIs often deal with many Education Authorities and schools, each with different expectations in the partnership.

By far the largest element of funding for the TEIs comes now through the general SHEFC Main Teaching Grant (MTG), in which the need to support placements will be one of many considerations in setting the value of the Unit of Resource applicable to ITE<sup>27</sup>. However, MTG does not currently identify any specific sum for the maintenance of ITE partnerships or placements. The current review of MTG may change the methodology for grouping subjects and calculating necessary resourcing.

Funding for Education Authorities is largely through the Grant Aided Expenditure (GAE) mechanism for Local Authorities<sup>28</sup> operated by the Scottish Executive on the advice of a Joint Distribution Committee with COSLA. School pupil numbers constitute three of the four most heavily-weighted primary indicators of need in GAE distribution<sup>29</sup> but there is no primary or secondary GAE indicator which depends in any way on the number or quality of partnerships which an Authority maintains and neither is there Specific Grant to Education Authorities for this purpose.

The consequence is that funding for partnerships at TEI and Education Authority level depends on the relative level of priority given to partnerships by those bodies, within their overall budgets.

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<sup>25</sup> *Op. cit.*

<sup>26</sup> 'Costs of Partnership in Initial Teacher Education', Deloitte & Touche, January 1999.

<sup>27</sup> SHEFC's funding methodology is explained in its annual notifications to HEIs and in the documents for its recently-commissioned 'Review of the Efficient Costs of Teaching', including the consultant's report on possible alterations, at [www.shefc.ac.uk/content/library/consult/2000/hec0800/](http://www.shefc.ac.uk/content/library/consult/2000/hec0800/)

<sup>28</sup> Education Authorities are essentially (the 32) Local Authorities acting in a particular statutory capacity, and with membership which includes representatives of wider interests. The Local Authority receives GAE funding which it considers together with specific grant and any self-generated funding over its various programme areas, before setting final revenue budgets. Recently, Local Authorities have used their ability to 'vire' - redirect money at their discretion - to give more than GAE would imply to Education and Social Work.

<sup>29</sup> Currently, just over 35% of GAE is distributed on these three indicators - see tables A and B in the annual 'Grant Aided Expenditure' publications of the Executive - the GAE 'Green Book'.

### 4.1.3 Drivers for Improvement in Partnership Working

There is a general perception that partnership working in ITE has not hitherto been a major consideration for some Education Authorities and that, insofar as the issue has been addressed, compliance has been a more significant consideration than the achievement of long-term improvements in the standards of education. Education Authorities' new legal obligations<sup>30</sup> to ensure appropriate standards of education in their schools will require in partnership working in ITE to be of appropriate standard.

Partnership working undeniably incurs immediate costs in time and resources, yet there are incentives for active participation by schools and Education Authorities. Some respondents believed that the independent school sector demonstrates a particular form of collaboration in ITE placements, treating student teachers on placement as the bearers of new skills and enthusiasms to the classroom, and 'following up' the most promising in their selection of new staff for permanent posts. There are incentives for Education Authorities to give greater priority to partnership in the improvement of pupil and staff experiences of placements in authority schools, and in the greater influence this potentially offers in the longer term in specifying the capabilities of the new teachers they will need in future.

A consistently positive approach to partnership working is required to support the implementation of 'A Teaching Profession for the 21st Century', and this implies in particular a higher prioritisation in Education Authority resources and attention. The emphasis in improving partnership working in ITE across all 32 Education Authorities and 7 TEIs must be on the positive opportunities that promises for improving the standard of the school experience for pupils, and realising the positive and shared aspirations of the partners to carry forward the principles of 'A Teaching Profession for the 21st Century'.

The current partnership arrangements are not based on legal or fiscal obligations and, consequently, are not binding upon any of the parties. The involvement of Education Authorities in particular takes many different forms and some arrangements are reported to be inadequate at present. In effect the cornerstone of Scottish ITE, the placement experience, currently rests on a set of informal arrangements and goodwill. This is an insecure and inadequate foundation for this crucial element of Initial Teacher Education programmes, and there is a need both for a clearer framework of responsibilities and greater prioritisation by the parties.

## 4.2 Operational Practice - Results of Consultations

### 4.2.1 Levels of Partnership Working in Practice

Consultations have revealed evidence of partnership working at three different levels:

- **High Strategic Level**

Many TEIs have strategic partnerships with Education Authorities, often taking the form of annual discussions between senior management of the TEI and Directors of Education (or equivalent) from partner Authorities. Issues considered at these

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<sup>30</sup> In terms of the Standards in Scotland's Schools etc. Act 2000, especially sections 2, 9 and 10.

meetings normally include the identification of areas in which there are shortages of teachers, development of curriculum and support for learning, and continuing professional development. However, not all Education Authorities work in this way with all TEIs which place students in their schools.

- **Managerial Strategic Level**

There was considerable evidence of managerial strategic partnerships between the members of the TEIs and representatives of the Education Authorities. These partnerships usually concerned themselves with particular aspects of key subject areas, and might take the lead in co-ordinating placements. Such groups often met each term to discuss placement arrangements and curriculum development. These groups were the likely forum for discussions of any difficulties in placement quality and/or numbers.

Whilst these partnerships had recognisable structures and representatives with defined roles and responsibilities in the groups, the arrangements were, nonetheless, informal, and agreements reached were not binding on the parties. They were merely an indication of intent and goodwill.

- **Managerial Operational Level**

There was some evidence of a more formal approach to operational level partnership in some areas. These partnerships tended to be between TEIs and individual schools. The partnerships characteristically involved close working relationships between lead staff - regents - and support teachers within schools, and TEI staff with responsibility for placement administration. These more formal arrangements were normally embedded in a letter or memorandum of agreement between a TEI and a school, setting out the desirable elements of the placement experience and requesting that the schools take on defined responsibilities. However, the tone of the agreements tends to be of kindly persuasion rather than of reciprocal and enforceable duties: it is difficult to negotiate consistency or clear obligations from a position of supplication.

The operational partnerships were essentially flexible, taking account of the needs of the individual schools and students. Committed individuals within the schools and TEIs, acting in the interests of the teaching profession as a whole, were perceived as central to the satisfactory operation and success of existing arrangements.

#### **4.2.2 Partnership Roles and Responsibilities**

In general, we were informed that the roles and responsibilities of the different partners were poorly defined, if defined at all. The result of this is that some partners choose to adopt a minimalist approach to the arrangements. The need for clearer definition of roles and more consistency in partnership arrangements, based on existing best practice, was widely accepted.

While there was a general consistency in the nature of the partnership arrangements between schools and TEIs, considerable variation was reported in the nature of partnerships between TEIs and Education Authorities. Practice ranged from active engagement of the Education Authority in the process of finding suitable placements, to the involvement of the Education Authority only as a last resort if there were issues that the TEIs and schools could not resolve directly themselves.

### **4.2.3 Success of Partnership Arrangements**

It is largely the case that TEIs and Education Authorities focus on their own particular interests in partnerships - the TEIs on effective procurement of placements and the Education Authorities on teacher supply planning. Placements were often largely left by the Education Authorities to bi-lateral arrangement between TEIs and schools, despite the increasing salience of placements and wider partnership in implementing the new arrangements for teacher education.

Success of partnerships was reported as being excellent in some areas but less effective in others. Factors determining this included:

- the number of Education Authorities TEIs had to deal with (clearly the larger the number the more resources are needed to foster and maintain good partnerships);
- individual relationships between partners (often cited as excellent, with genuine appreciation of the efforts made by individual staff to achieve mutually beneficial goals);
- the length of time partners had been working together (numerous examples were given of schools which had worked with TEIs for many years, consistently producing good placements based upon an understanding that had developed over the years); and
- whether or not TEIs experienced difficulty securing the required number of placements (clearly, the more difficulty the more the partnership relationships come under pressure).

Partnerships were reported as particularly good where there were arrangements for regular joint review of matters of common concern which were stratified between a steering group of senior representatives of TEIs and Authorities and an implementation group or groups. It was also consistently reported that the aspect of partnership which typically worked best was that of SEN review and placement.

### **4.2.4 Partnership Funding**

Reference was made to the need for identification and prioritisation of funding for partnerships. Where this was lacking, there was likely to be minimal participation in partnership arrangements. As stated in section 4.1.2. on context, this issue is felt more keenly by TEIs which deal with large numbers of Education Authorities, and by Education Authorities which deal with more than one TEI.

## **4.3 Key Issues**

### **4.3.1 Informal and Variable Nature of Agreements**

The single most important issue arising here is the informal nature of the current partnerships. Whilst they are working with different degrees of success, they leave the current provision of ITE in a vulnerable position with no guarantees that the crucial placement element of the programmes can be planned and delivered, and consequently put the entire programmes at risk. Current commitments to increase

the number of student teachers in the system will add to the pressures on existing arrangements and not all partnerships will be sufficiently robust to cope.

Whilst local arrangements may be flexible, the teaching profession in the 21<sup>st</sup> century needs to be built upon a secure foundation of accountability and professionalism. This is not reflected in current arrangements.

#### **4.3.2 Participation**

The second key issue is the differing degrees of participation of each of the partners across Scotland. This is particularly marked in the case of Education Authorities. The lack on clarity of roles and responsibilities enables some partners in some partnerships to contribute very little to the duties of the partnership or to resolving difficulties. At present, it is possible for Education Authorities, especially those at some distance from main centres of population, to effectively opt out of concern or activity in this area. It is recognised that participation and funding are linked and that recent developments have increased the need to give greater priority, in attention and resources, to partnership arrangements.

### **4.4 Recommendations**

#### **4.4.1 Common Framework for Partnership Agreements**

The above considerations<sup>31</sup> suggest a **recommendation that a common framework for establishing partnership agreements be introduced to place the arrangements on a more formal and consistent basis across Scotland. Such a framework should be flexible enough to incorporate existing local good practice and in particular should be framed in terms which are not onerous to those TEIs and Education Authorities which already work well in this respect.** The emphasis should be on guidelines which will raise the standard of partnership working across all authorities to that achieved already by some. Improvement here will *inter alia* bring rewards to pupils in terms of more effective student teacher inputs to schools, to student teachers themselves, to TEIs in more placements and more efficient placement management and to Education Authorities in greater influence on the styles and competences of teachers for the future in a period of growth.

This is a key recommendation which will take some months to implement fully. However, the agreed increase in student numbers in ITE from August 2001 will create an immediate need to identify and manage larger numbers of placements and, from August 2002, to absorb the greater numbers of probationer teachers under the new training year provisions.

There is, therefore, an element of urgency in establishing at least those elements of partnership mechanisms which can assist in:

- identifying the locations of the increased number of placements for the coming 2001/02 session;
- managing those placements to mutual benefit; and

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<sup>31</sup> Especially those in 1.1.3. above.

- allocating particular probationers to specific Education Authorities from August 2002, taking account of local needs as well as practical constraints.

**We recommend that those elements of a wider partnership framework which specifically address placements and forward resource planning should be agreed by January 2002, with the overall partnership framework agreed and in place for the start of the Session 2002/03.**

The framework should identify at the national level the baseline requirements of the partnerships. These would be expressed at a strategic level, leaving scope for partners to implement them in the light of local and distinctive ways of enhancing and promoting good practices. This might include particular placements in differentiated school provision.

**It is recommended that the formal agreements, or Teacher Development Partnerships (TDPs), take the form of service level agreements (SLAs)<sup>32</sup> between the parties. The TDP would clearly articulate the roles and responsibilities of each party to the agreement, expected service delivery methods and outcomes.**

**It is recommended that SEED takes lead responsibility in drafting a framework TDP agreement, but involves the other major stakeholders closely in doing so.**

**It is recommended that the parties to each TDP should be:**

- **Education Authorities;**
- **TEIs;**
- **schools;**
- **teaching staff (as a body, not as individuals); and**
- **students (as a body, not as individuals).**

There will be a need for a TDP between the TEI and each of the Education Authorities it deals with, and this should relate to each of the schools it works with. If the TDPs contain only the baseline content set out in the national framework then the TDPs will be similar.

#### **4.4.2 Roles and Responsibilities**

The roles and responsibilities of each party to partnerships needs to be transparent, and specification of these will be key elements of a model partnership agreement.

**It is recommended that the model TDP incorporates the advice on roles and responsibilities of the parties provided by the earlier GTCS Working Group on Partnership in Initial Teacher Education<sup>33</sup>.**

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<sup>32</sup> These would ideally incorporate the 'best practice' advice contained in the CIPFA guidance booklet 'The Use of Service Level Agreements in the Further and Higher Education Sectors'. CIPFA 1998, ISBN 0 85299 863 5.

<sup>33</sup> Published by GTCS in March 1997. Section 4 describes best contemporary practice and areas for further clarification.

In drafting the model TDP, the parties will need to clarify and agree their respective responsibilities in:

- ITE placements, placement volumes and timings of placements;
- continuous professional development; and
- the monitoring and assessing of student teacher performance.

**It is recommended that SEED considers, with the full involvement of the partners in ITE, their respective roles in implementing a model of best practice in ITE partnership across Scotland. How detailed responsibilities will be discharged in specific agreements incorporating best practice, is a matter for local discussion.**

## 5. REMIT 2:2 - STUDENT PLACEMENTS IN SCHOOLS

*“As a result of a 1997 report by the General Teaching Council (GTC) on placements, and a survey of the cost of placements by Deloitte & Touche on behalf of SEED and GTC, it is clear there is much that is unsatisfactory about current provision. The first stage review will produce recommendations capable of enactment prior to the start of 2001-02 session.”*

### 5.1 Policy and Context

A cornerstone of teacher education, regardless of the programme undertaken, is the school placement. The placement provides the student with an opportunity to observe practitioners in a school environment, witness the application of teaching skills, reflect and learn from existing good practice and, importantly, to practice skills learned within the TEI in a real life situation. The McCrone Committee of Inquiry noted that "Periods of placement are seen as extremely valuable, especially where these were well organised and where the trainee was given appropriate help and guidance from experienced staff in schools"<sup>34</sup>. For experienced school staff undertaking mentoring and development of student, there are clear advantages and incentives in their own continuing professional development.

It follows, therefore, that securing good quality school placements is of paramount importance to the TEIs and to the profession as a whole. As stated, the present school placement experience is characterised by a lack of formal arrangements in defining the roles of the TEIs, Education Authorities, schools, supporting teachers and students.

Table 2.2 shows that an additional 439 students will enter ITE in the Session 2001 - 2002 compared to Session 2000 - 2001. The bulk of these additional places, 391, will be in Primary PGCE programmes with a further 44 in Secondary PGCE programmes. A reduction of 5 places in BEd Music and an expansion of 9 places in BEd Technology account for the remaining changes, as illustrated in table 5.1 below.

**Table 5.1 - Intakes to ITE Session 2001 - 2002**

<b>Course (Total for Scotland)</b>	<b>2000-01</b>	<b>2001-02</b>
<b>BEd Primary</b>	701	701
<b>BEd PE</b>	100	100
<b>B Technology Ed</b>	23	32
<b>B Music Ed</b>	47	42
<b>Primary PGCE</b>	316	707
<b>Secondary PGCE</b>	1,000	1,044
<b>Combined Degree</b>	192	192
<b>TOTAL</b>	<b>2,379</b>	<b>2,818</b>

*Source: SHEFC Circular letter HE 15/2001, 19 April 2001, Annex A*

Placement arrangements at present are essentially made between the TEIs and the schools. There is currently no bar to any school participating in placement activities, at the discretion of the TEIs, which decide whether the schools offer suitable placement experience. Independent schools and special schools play active roles in the provision of placements. A range of criteria is used in deciding on a suitable placement for any particular student. Practicalities can influence the decision of a TEI in deciding to work with a school. In particular, schools which are remote from most student accommodation can be impractical and expensive for placements.

TEI staff will visit the school during the placement, and the purpose is normally both to visit the student and to discuss progress and the professional development of the student with the school staff.

Students on placement are evaluated and assessed against the 'SOEID Section D' competences, and it is intended that these should in due course be incorporated into the QAA/SEED Benchmark statements and expected features<sup>35</sup>. Assessment is normally carried out by TEI staff who visit students during the placement, and by the teacher or teachers supporting the student within the placement school. Assessment by the placement support teacher or teachers forms part of the overall assessment but the TEIs bear the final responsibility of deciding on passes or failures and award the qualification to the students.

## 5.2 Operational Practice - Results of Consultation

### 5.2.1 Arranging Placements

Arrangements for placements are made between the TEI and individual schools. Such arrangements generally rely on the strong relationships that have developed over time between the TEIs and their partner schools. In practice, TEIs use the same pool of partners on a continuing basis, with some schools leaving or joining the pool on an occasional basis.

TEIs invest a considerable amount of the time of academic members of staff in securing placements. A number of consultees from TEIs expressed frustration at the time-consuming nature of current arrangements. Schools, too, often dedicate senior members of staff to the role of liaison, often appointing a Senior Teacher or Deputy Head as 'Regent' with lead responsibility. Both TEIs and schools reported that this level of seniority is necessary to ensure that placements offered are suitable for the individual students, and that any difficulties can be resolved quickly. There is a commendable commitment to adapting placements to the circumstances and needs of the particular students, giving consideration to their experience in previous placements. This depends on detailed 'mapping' of the experiences on offer within individual schools to ensure that the placement is appropriate and of good quality.

The timing of placements within the school terms varies between the TEIs and within their various ITE Programmes. Consultation revealed that schools are sometimes more willing to accept placements of students who are in the latter stages of their programmes, such as 4<sup>th</sup> year BEd students, as they are more experienced and are

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<sup>34</sup> Paragraph 3.4, 'A Teaching Profession for the 21<sup>st</sup> Century'.

<sup>35</sup> This will be the subject of a forthcoming policy statement.

perceived to require less supervision and to make a more valuable contribution to the school.

Very few examples were given of the direct involvement of Education Authorities in the practical arrangement of placements, though we were informed that certain Education Authorities had issued instructions that schools would be obliged to accept students on placement.

### **5.2.2 Numbers of Placements**

The consultations indicated that difficulty is sometimes encountered in securing sufficient numbers of placements of an appropriate quality. Where a TEI encountered difficulties of this nature the usual solution was to contact schools with which they have the best relationships to try to persuade them to take additional students. The current informal partnership agreements mean that there is no obligation at any level (Education Authority, school or teacher) to accept a placement, and this places TEIs at a disadvantage in planning suitable programmes for students. This appears to be a growing problem.

Certain placements were reported as being more difficult to secure than others. Notably, placements of first year BEd students were reported as less popular with schools than placements of fourth year BEd students.

The TEIs did not report a surplus of placement opportunities in any areas or subjects.

It is, however, important to emphasise that placement should not be a relationship based on requests and dependency. There is a community of professional interest in which there are benefits to all parties in having a secure basis for placements.

### **5.2.3 Quality of Placement Experience**

Consultation revealed that TEIs regard themselves as having the primary responsibility for the quality of experience on school placement. The principal means of assuring quality is the goodwill and close relationships that have developed between TEIs and the schools with which they normally work. TEIs take great pains to develop relationships with schools where they consider placement experiences to be good. Additionally, they invest time and resources to work with schools to improve the quality of the placement experience through constructive feedback, often involving the student. The TEIs consider the quality of the placement experience for previous student teachers before requesting new placements in a school or in a particular subject area within a given school.

There were many examples of TEIs working with schools to ensure that the value of the placement experience was high. Schools often specially select the year groups and classes for the placement student to ensure that the more difficult experiences are likely to be encountered at later stages of the placement. This practice of progressive professional development aims to engage the student and enable confidence to grow before more potentially difficult situations are experienced.

It was reported that it is common practice for schools to be provided with guidance on approaches to the supervision, support and assessment of student teachers in their charge. We have seen guidance supplied both by Education Authorities and TEIs, and consider that there are examples of excellent practice in this area.

Training for teachers who will act as mentors and offer support to students during their placement is available as part of in-service CPD, but is not a requirement for this role. The role of mentors within the school and the support mechanisms available to the student were seen as fundamental to the success of the placement for all parties. However, consultation seemed to indicate that this is an area in which there is currently a wide range of practice with a resulting range of standards of supervision and assessment within schools.

TEI staff visit all students during placements and value this highly within the required work of the TEI. There can, however, be constraints on the frequency of visits due to limited staff time, distance and travel costs, convenience and the needs of particular students for additional support. TEIs balance these potentially conflicting priorities in agreeing or adjusting the number of visits for each placement.

Particular difficulties were reported where a particular school supports a number of students, at different stages of their education, from different TEIs, and where the individual requirements for each placement and for assessment differ. Though often a consequence of tailoring the placement to the specific needs of the student, this can nevertheless cause confusion amongst school staff and create difficulties for students during their placement.

The need to expand the number of placement opportunities to meet the planned increase in student numbers in Session 2001 – 2002 was accompanied by some concern that the quality of placement experience may not always be maintained.

#### **5.2.4 Assessment**

The assessment of students is one of the most difficult areas for the partnership of TEIs and schools. The nature of the assessment required of school staff supporting the student on placement varies between TEIs, and within programmes run by each TEI. The amount, timing, mode and documentation of assessment can also vary. This stems from the requirement of each programme, the pattern of assessment required within each university and the fact that there is no single national practice for assessment. However, the varied requirements of TEIs are sometimes seen by schools as unnecessary and, in any case, undeniably add to the administrative burdens on schools, particularly those which accept students from more than one TEI.

Some attention should be given to developing a more satisfactory partnership in assessment. For example, there will be merit in staff in some schools undertaking assessment of students within moderation by TEI partners. This would not transfer responsibility or workload from TEI staff to teachers, but rather establish better ways to deepen and tap the resources of a professional partnership. This may be an issue to be considered within the framework of the recommended TDP.

#### **5.2.5 Role of School Teaching Staff in Assessment**

A common theme in consultations with TEIs was the role of school teaching staff in assessing ITE students. There was widespread understanding of the value of the active engagement of practising teachers in student assessment. Concerns centred on a perceived reluctance on the part of school teachers to award either very high or very low marks to students, particularly where this might mean that, taken with other

performance assessments, the student might fail to achieve qualification. This subject produced anecdotes to illustrate the reluctance of some teachers to assess poor performances justly, but also evidence of forthright maintenance of professional standards and robust marking at all levels. We do not believe that there is strong evidence to support a view that schoolteachers are generally poor at assessment.

Difficulties in this area were attributed to:

- a lack of systematic training in assessment for the teachers;
- a lack of experience across a number of placement students to give the teacher confidence to mark outstandingly good or poor performance appropriately; and
- different assessment criteria, scaling systems, and other unnecessary bureaucratic requirements within documentation between and within the TEIs, resulting in poor understanding of the marking systems.

It should be stressed that no evidence was adduced of inappropriate results being awarded by the TEIs. The system of external examining within university assessment processes ensures that standards are high and are being maintained.

### **5.2.6 Role of Education Authorities**

Some local authorities attempt to ensure that essential or core experience is offered to students on placement in their schools. Others only become involved if concerns about a particular school are brought to their attention.

TEIs would welcome a more proactive and participative role by Education Authorities in making a commitment to provide a set number of placements of defined types at the start of each academic year, and committing to an agreed baseline in terms of the quality of provision.

Some consultees believed that local authority co-ordination and liaison was sometimes weak in that schools were left to decide on their willingness to accept placements, and were often stretched when they decided to do so. This was explained by the assertion that some authorities were better at organisation than others, and unless formal arrangements were in place, and a duty to provide the support expressly made, then *ad hoc* arrangements would persist.

### **5.2.7 Funding**

Consultations indicated that the absence of identified funding for schools' inputs to the placement process puts pressure on those schools which chose to offer placements. Education Authorities allocate budgets across all schools, and this contains a nominal proportion for teacher education. This is not targeted at the schools which actually take students. Those schools must bear the costs of:

- administering placements;
- providing resources for the student in the classroom; and
- assessing student performance and providing feedback.

TEIs had mixed views on the recent Moray House experiment of a payment to schools for each student taken on placement. There was some support for the idea in principle, but concern for the practical consequences for TEIs of diverting money from their budgets directly to the schools. Other concerns centred on the difficulty of quantifying the value of the contribution of the school teaching staff in supporting students in particular placements.

### **5.2.8 Teaching Schools**

The McCrone Report re-visited the earlier debates on the 'Teaching School', in which "schools chosen for teacher placements must have departments where good practice is the norm, and where sufficient support and guidance can be given to trainees. ... (He suggested that)... The Executive in conjunction with other interested parties should consider drawing up a list of accredited schools and departments for this purpose and allocating them additional funding."<sup>36</sup> This concept formed no part of the subsequent Agreement and where consultations for this review touched on the matter in respect of its potential in reducing variation in the quality of placement experience, there was little enthusiasm for it. Most consultees considered that all schools should have a duty and opportunity to offer placements. Placements could bring benefits both to teaching staff in the development of their mentoring skills, and to the school more generally in the freshness and enthusiasm that many students demonstrate. The planned increase in numbers of students on placement and of probationers argues for a wider, not narrower, involvement in ITE.

## **5.3 Key Issues**

### **5.3.1 Securing Placement Quality and Quantity**

The key issue arising in respect of school placements is that of the ability of the TEIs, in partnership with Education Authorities and schools, to secure sufficient placements of suitable quality. This issue will be exacerbated, particularly in Primary, by the increase in the number of students forecast for Session 2001/02.

### **5.3.2 Variation in the Induction Process**

There was considerable variation in the adequacy of student induction to placements, with several students reporting a virtual absence of advanced briefing. In the worst cases no structured induction was offered at any stage.

### **5.3.3 Variation in the Assessment Processes**

The variation in assessment process and documentation between the different TEIs and within TEIs can be excessive and may create some unnecessary complexity for the staff in schools who administer the processes. Often these arrangements are unavoidable, and where this is so, teachers need to be individually trained in the requirements of the different TEIs and of their different programmes. This is especially true in cases where the school offers placements to more than one TEI.

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<sup>36</sup> The Report of the Independent Committee of Enquiry into Professional Conditions of Service for Teachers, "A Teaching Profession for the 21<sup>st</sup> Century", May 2000, paragraph 3.5.

### **5.3.4 Schools Offering Placement**

TEIs' estimates of the proportion of schools in Scotland providing placement opportunities for student teachers vary, but ranged as low as 19%. It is widely recognised that student placements are seen as having a positive impact on the life of the school, and there is consensus that all schools should have the opportunity to provide placements. Local authorities can have an influence in increasing the number of schools prepared to take student placements, and thereby increasing the number of placements available. Attention needs to be given to the ways in which quality of placements can be improved by making best practice universal.

### **5.3.5 Supplementary Experience**

Given the variability of placement experience, which will not be entirely eradicated by a new framework, there is a real issue of whether to supplement placements by 'best practice' site visits or visiting senior practitioners. This is particularly salient to those aspects of the curriculum which all student teachers should, in principle, experience (SEN) and those aspects where school practice is particularly variable (ICT and behaviour management).

## **5.4 Recommendations**

### **5.4.1 Formalisation of Placement Arrangements**

**It is recommended that formal arrangements to introduce greater consistency of organisation of school placements, and to raise the threshold standards, be introduced as a matter of some urgency within our earlier proposal<sup>37</sup> for the development of a framework for partnerships, led by SEED.**

**It is recommended that such formal arrangements take the form of a service level agreement between the interested parties, which are:**

- **Education Authorities;**
- **TEIs;**
- **schools;**
- **teachers (individually for those involved in the placement activities); and**
- **students (individually).**

The Agreement should incorporate basic and universal requirements whilst allowing scope to specify and agree local requirements which enhance and develop existing good practices, providing these comply with or exceed the basic requirements.

**It is recommended that the contents of a 'model' TDP should include:**

- **responsibility to guarantee placement volumes;**
- **responsibility to guarantee placement periods;**
- **responsibility to guarantee placement quality, as defined by -**

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<sup>37</sup> at paragraph 1.4.1.

- **level of support from qualified teachers;**
- **level of support by TEI staff;**
- **level of input by student to activities outside of the classroom;**
- **level of exposure of the student to particular curriculum areas during the placement;**
- **curricular expectations and areas of professional practice; and**
- **assessment process, roles and responsibilities.**

**It is specifically recommended that TEIs work with their partner schools to define respective roles and responsibilities for placement induction.**

**It is recommended that the placement identification and management elements of TDPs, and arrangements for allocating 'training year' teachers, should be agreed by January 2002.**

#### **5.4.2 Consistency of Assessment Processes and Documentation**

**It is recommended that assessment processes for students on placement be considered in the light of the national profile of professional experience which is currently being introduced throughout Scotland and will take effect from June 2002.** It is widely recognised that it is not possible nor desirable to impose some form of standardised system of assessment across all programmes of ITE. It is essentially a matter for the universities to determine the appropriate styles and systems of assessment to suit the programmes which they validate. The universities, the GTCS, SEED and the QAA should, however, consider the processes of assessment in ITE to ensure that there is not an unnecessary confusion of systems of gathering evidence, grading<sup>38</sup>, etc. which may become counter-productive when applied by non-university staff in a school context. This review should be led by STEC and take account of the different placement activities undertaken within the various ITE programmes.

**It is recommended that, in order to assist schools in achieving consistency of assessment of student teachers across TEIs, STEC be invited to develop a matrix to show how the various TEI assessment scales - benchmarked on the pass/fail point in each case – map on to each other.**

**It is recommended that clear, unambiguous and timeous guidance should be issued to all schools, TEI staff and students on the processes of assessment. Training for supervising teaching staff in schools should be made available by the TEI within a CPD framework to ensure consistency of application of the process. As indicated previously, attention should be given to develop this aspect of professional activity within the framework of the recommended TDP.**

#### **5.4.3 Support for Schools Offering Placements**

Given the lack of transparency of funding for placements, and the fact that schools which offer them do so currently without additional resourcing, **it is recommended**

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<sup>38</sup> In particular, and whilst we understand that the universities will wish to retain their individual grading schemes, we are aware that school staff who intermittently assess students from more than one TEI often find the different grading scales confusing.

**that further research and consultation is undertaken, once partnership frameworks are widely established, to determine how support might be given - perhaps better targeted - to those schools which provide student placements, and how placements might most effectively be planned and organised.**

ITE placements (and partnerships generally) should be seen by the schools and Education Authorities not as acts of charity or duty, but as opportunities to rethink and develop best educational practice within a forum of key stakeholders who, together, can make a real difference to the quality of the school experience in future. In this as in much else of the 'modernising' agenda, culture change at individual, professional and institutional levels is required.

## **6. REMIT 2:3 - THE EXPERIENCE OF ITE TEACHING STAFF**

*“ The McCrone report makes specific mention of the lack of recent classroom experience of ITE staff. During the consultations newly qualified teachers highlighted this as a particular problem. The review will recommend action for giving regular classroom experience to ITE teaching staff.”*

### **6.1 Policy and Context**

The McCrone Report notes a perception amongst serving teachers that "an insufficient number of the lecturing staff in the TEIs had recent experience of working in a school, and that they were, therefore, sometimes out of touch with recent curriculum developments and the problems and requirements of the job as it is now",<sup>39</sup> and in consequence recommends that "TEI staff should be required to update their experience with periodic spells in a school teaching environment as appropriate". This observation and recommendation has an undeniable 'face validity' and has led to debate on several levels on whether:

- there is real evidence that such perceptions are actually widespread;
- such perceptions - even if widespread - are justified in fact; and
- there are other and potentially better means to maintain the currency and relevance of TEI staffs' understanding of the changing nature of classroom teaching - an agreed objective - than simple immersion in a school teaching environment.

Whatever view is taken on these matters, the changing context of ITE makes it increasingly problematic in practice to require TEI staff to spend periods of time in a "school teaching environment" in that:

- the definition of relevant staff will prove elusive where some staff of the TEIs have little or even no responsibilities for ITE programmes, perhaps concentrating on post-experience courses or CPD, whilst other university staff who contribute to ITE programmes are not within the TEIs proper but in other departments or support units; and
- membership of a university faculty brings increasing and contractually required commitments to undertake research and publication. This is required to develop scholarship and understanding of the subject area and to advance the career prospects of the member of staff. It takes place within the competitive framework of overall university funding. An additional requirement to spend "periodic spells in a school teaching environment" - unless understood simply as fieldwork for particular types of research - may, in the view of sceptics, serve simply to constrain the promotion opportunities of this segment of university staff<sup>40</sup>.

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<sup>39</sup> Paragraph 3.4 "A Teaching Profession for the 21<sup>st</sup> Century" the findings of the McCrone Inquiry, May 2000.

<sup>40</sup> Consultations elicited strong suggestions that the grading profile of staff in university education departments or faculties was already less favourable than that in most other areas. This matter would repay detailed empirical investigation within stage 2 of this review.

## **6.2 Operational Practice - Results of Consultation**

### **6.2.1 The Purpose of Updated Experience**

There was, as stated, universal agreement on the desirability in principle of "recent and relevant experience". In particular the clear and shared objective of all stakeholders in ITE was to ensure that the preparation of student teachers articulated with changing realities in the classroom and the wider society, and "recent and relevant experience" was accepted as essential in this.

There was, however, some disagreement on whether such experience was to be gained exclusively from direct classroom teaching or whether relevance and updating in the focus of the work of TEI staff might equally be supported by their work in placements across a range of schools. In general, serving school teachers and Education Authorities were disposed to support the view that there was a systemic problem of TEI staff becoming 'out of touch' due to their absence from classroom teaching, and that this was of increasing concern in a period of change, whilst the TEIs in this consultation were both more sceptical of any difficulties in this regard, and saw other remedies as equally effective, to the extent that there was a problem.

### **6.2.2 Current Practice in ITE**

TEIs generally believe that their staff understand recent classroom developments as:

- the qualifications of TEI staff ensure that they not only have excellent teaching backgrounds but also are able to demonstrate a research interest in specialist subject areas;
- TEI staff teach higher education students, and are, therefore, practising core skills in teaching and learning on a continuous basis;
- TEI staff spend considerable amounts of time each year in a wide range of schools, undertaking CPD as 'experts' in their fields of professional practice, organising placements, watching students and teachers teach and assessing students. This range of professional activities in a variety of settings may be more instructive on "recent curriculum developments and the problems and requirements of the job" than simply returning to one particular class as a teacher for a period; and
- TEI staff keep abreast of curricular and policy developments, some of them playing an active role in working groups reporting on specific areas or in policy development.

TEIs welcomed the widespread practice of staff undertaking secondments into schools and teachers undertaking secondments into TEIs. The recent and relevant experience of teachers seconded into TEIs was seen as a particularly valuable resource for TEI staff to learn of changing classroom realities in a less artificial way.

Secondments are usually of a duration of some two years, as experience has taught that this is the period which brings optimum value. Some TEI staff have reportedly undertaken part-time secondments, dividing their week between school and TEI, but this was recognised as being very demanding.

All TEIs questioned expressed an appreciation of the need to involve staff from other professions in ITE. They generally arranged and welcomed inputs from colleagues in allied fields of professional interest.

### **6.2.3 Practical Constraints**

A particular difficulty was identified in any general implementation of this recommendation - that of payscale incompatibility. TEI staff salaries are set within the universities' negotiating procedures and conditioned by the shape of promoted posts. They are not affected by the recent improvements in schoolteacher salaries in 'A Teaching Profession for the 21st Century' and lack of ready fit may prove a disincentive for individuals and organisations in negotiating terms of secondment. In particular, it may be expected that secondment to a TEI will be less attractive to senior (or chartered) teachers for which it could well mean a reduction in salary.

Further, it is claimed that there is insufficient capacity in schools for all TEI staff to undertake secondments to gain appropriate and extended classroom experience. Current pressure on the system to deliver an increased number of trained teachers reinforces that concern. It was observed that some method of prioritising needs to be introduced, linked to the personal and professional development of TEI staff.

### **6.2.4 Alternative Staffing Models**

TEIs are actively engaged in considering the models of staffing which best suit their needs. For example, the use of Teaching Fellows in ITE has been pioneered by Stirling University within its concurrent degree programmes, and is becoming increasingly common. In this model leading practitioners are appointed to the department on a part-time basis, with the purpose of supplementing the input from TEI staff with the best practices from the school and classroom. Another significant advantage of this model is that it allows flexibility in course staffing on a 'core plus variable additional inputs' basis. Such appointments, however, bring direct and indirect costs - in funding supply replacement staff in schools, for example - and need to be programmed in to TEI plans. The perception of this in Stirling University is that TEI core staffing has been kept tight to allow the Teaching Fellows model to be funded from within a constrained budget<sup>41</sup>.

Consultations lead us to conclude that this type of arrangement for exposing student teachers to current practice and issues is particularly successful<sup>42</sup> as it takes account of the differing experiences, roles and responsibilities of all those who teach students, including TEI and school staff. The long-standing debate about the relationship between theory and practice has been replaced in the articulation of benchmarks which put the establishment of professional values and commitment at the core of teacher development, and it was felt that students benefited from being party to that debate. Teaching Fellows and secondees can play a key role in this discussion.

A recurrent theme during discussions was the potential value of seconding TEI staff to schools to undertake action and other forms of research in the classroom. This

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<sup>41</sup> It is assumed that funding of ITE will constitute a major and unavoidable element of the comprehensive review which is envisaged in stage 2. Within that element the assertion that concurrent degree programmes (at Stirling) are relatively disadvantaged in funding should be examined.

<sup>42</sup> A HMI remarks that 'Fellow' selection requires effective quality controls if it is to produce good results.

could benefit the individuals, the schools, the TEIs and the profession as a whole. However, it was pointed out that the opportunities to design valuable classroom-based research may be limited.

### **6.2.5 Consistent Approach**

Consultations revealed that the employment status of seconded teachers in TEIs is not consistent throughout Scotland. This is a matter which should be considered within the framework of the partnership TDPs which we recommend should be developed.

## **6.3 Key Issues**

### **6.3.1 Desirability of Recent Classroom Experience**

Though there is universal consensus that "recent and relevant" experience should inform the work of the TEIs, there is no agreement on the means by which this is best achieved. The direct 'immersion' model of periodically requiring serving TEI staff to spend time as a school classroom teacher was seen by the TEIs as particularly problematic to implement and possibly also ineffective.

### **6.3.2 Practical Constraints on Regular Classroom Experience**

Salaries of school based staff and TEI staff are not aligned and this would have to be addressed (and paid for where appropriate) in any programme of secondment.

Staff who have recently transferred from employment in a college of education to employment in a university have new contractual obligations to undertake research and will need - for their own professional development and career progression - to give priority to this area of activity. The evidence from previous RAEs<sup>43</sup> is that the more recent TEI mergers are between universities with generally higher levels of RAE grading and colleges with lower levels of grading and submission percentages. The major effort now required of many former college staff to raise their research activities will make it more difficult for them to find time for regular classroom experience, even if its value was accepted. Conversely, a unique requirement that a particular category of university staff must devote time to experiencing another working environment will be likely to reduce their research outputs relative to other staff with whom they are, in effect, competing for career advancement.

The practicalities of providing TEI staff with regular classroom experience need to be considered. It is generally accepted that a placement of less than one year would be unsatisfactory to most schools as it would cause disproportionate disruption to pupils within the school. Planning such placements to minimise disruption within the TEI would also cause difficulties for the TEI, especially in a period of increased demand for TEI staff input to support the planned expansion of ITE numbers.

Involvement by a member of TEI staff in classroom teaching may or may not be the best way for him or her to update classroom skills. However, it may not accord with the views of the head teacher of the school on how to use the TEI staff member to best effect during his or her secondment. It was argued in consultations that TEI

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<sup>43</sup> In particular that of 1996 - the 2001 RAE results will not be published until later this year and will in any case show separate RAEs only for Northern College and its merger partners.

staff on secondment would probably be best utilised in providing CPD for the benefit of the whole school or a cluster of schools rather than in class teaching, with possible disruption of class timetables. It is not obvious how such uses would address any reasonable interpretation of the McCrone recommendation.

### **6.3.3 Requirement for ITE Staff Competences**

There are currently no benchmarks which define the skills and competences required from staff in a TEI, and any such specification would be a matter for the employers which, in this case, are the universities. TEI staff competency specification would necessarily be discussed in the wider context of university staff terms and conditions.

Relevant benchmarks might be established within the current work to develop a statement of requirements for 'Chartered Teacher' status but a competency framework cannot and should not simply be transposed from one occupational environment into another. Any specification of the competences expected of 'Chartered Teacher' would, however, be useful if the TEIs wished to consider what was required of a member of their staff. This would be given further point if there was an extension of senior or 'Chartered Teacher' inputs into ITE.

## **6.4 Recommendations**

Our review of this aspect has revealed a lack of consensus that there are real difficulties in 'recent and relevant experience' of TEI staff, or that there are any practical solutions capable of being implemented in the short term, even if the comments and recommendation at 5.1 were accepted. There was a virtual polarity of views between TEIs and other stakeholders in this respect.

We have sought to make practical recommendations in this matter which address what seems to us the real objective of ensuring that ITE is always informed by an awareness of contemporary issues, whilst avoiding the creation of needless difficulties. Our view, in short, is that there is an issue here, but the means suggested by McCrone and others to address it - requiring the regular 're-immersion' of TEI staff in direct school teaching - is inappropriate.

### **6.4.1 Extend and Encourage Existing Best Practice**

**It is evident that there is some current good practice in this area in secondments and classroom-based research. It is recommended that this is encouraged and extended where possible.**

### **6.4.2 Link to CPD for TEI Staff**

**We recommend that CPD courses and self-directed learning for TEI staff should be focused on the changing competency requirements for student teachers.**

Whilst it is recognised that the CPD framework for TEI staff is set by the universities as employers, the focus of individual CPD programmes will be shaped and agreed in consultation with senior staff and Heads of Departments in the TEIs. Consideration should be given in implementing this recommendation to 'benchmarking' CPD for staff employed in TEIs as far as possible on the standard of the Chartered Teacher.

### 6.4.3 Import Contemporary Understanding from Schools

We have stated our view that the accepted need to meet the demands of student teachers for contextual relevance in ITE - to incorporate contemporary school education issues and practice - cannot be effectively addressed by the periodic re-immersion in direct school teaching of TEI staff with other career concerns. The maintenance of contemporary relevance requires another solution. We believe that is to be found in systematically harnessing the skills, enthusiasm and ongoing experience of senior classroom teachers and directing that into the TEI learning environment within stronger partnerships for teacher education. This can readily be linked to the career development of Chartered Teachers to produce a flexible model, using appropriate forms of secondment to ensure that schools and TEIs share an understanding of contemporary classroom realities.

Sourcing an increased input into ITE from Chartered Teachers - clearly implemented to build on specific TEI strengths - would systematically import contemporary understanding into ITE programmes. It would have three additional advantages in that it would:

- allow the TEIs greater flexibility in staffing numbers and staff skill profiles;
- facilitate a 'problem-based learning' approach which would allow students to initiate team reviews of aspects of teaching practice which interest and concern them, by making available a wider range of relevant experience; and
- give a clear focus to CPD for 'seconded' Chartered Teachers in extending their understanding and skills in another learning environment, potentially enriching their own practice.

**We therefore recommend that SEED should give active consideration, with other stakeholders, to the scope and best means of achieving an extension of serving teacher inputs into ITE through secondments, linked to emerging competences and CPD requirements for Chartered Teachers, and should implement such an extension as appropriate.**

## **7. REMIT 2:4 - INFORMATION & COMMUNICATIONS TECHNOLOGY**

*“SEED CIIT Div(ision) has carried out an investigation of the use of ICT in TEIs and has produced guidelines. It was noted that some institutions are using ICT better than others. Many lecturers, while using computers for their own notes and coursework, do not use ICT well in teaching, and while the students are taught how to teach ICT to some extent their own learning is not particularly ICT based. The first stage review will identify how TEIs could best utilise emerging technology to improve learning and teaching and make recommendations regarding action, and TEIs will be required to implement these.”*

### **7.1 Policy and Context**

#### **7.1.1 ICT, its Users and Uses**

The salience of Information and Communications Technology (ICT) for ITE has increased enormously in the last decade, reflecting wider patterns of change across all levels of education and, indeed, all knowledge-based activity. Its pervasiveness in teaching, communications and administration at individual, school and TEI levels and the profound and ever-accelerating changes in hardware, operating systems, applications, digital and on-line resources and digital learning environments means that student teachers must understand and be able to use it effectively and appropriately in an increasingly digital society. The accelerating rate of change in what is available and technically possible in ICT, together with the burgeoning catalogues from Learning and Teaching Scotland (LTS), public broadcasters and commercial educational publishers<sup>44</sup>, the many and sometimes poorly-co-ordinated ICT initiatives and the growing organisational complexity of the field constitute a real test of the focus of ITE programmes.

Central to any consideration of ICT in ITE must be a Model of the Teacher for the 21<sup>st</sup> Century, and his or her required competences. Programmes must be focused on what - uniquely - is required of teacher professionals in the current and foreseeable working environment. That ITE 'outcome specification' is changing and will change further and in unpredictable ways in future, requiring a dynamic and flexible approach both to competence-setting and to programme content in this area of ITE in particular.

Extending the metaphor to the 'input side', individual student (and staff) responses to ICT vary from enthusiastic and indiscriminate adoption of the latest software and 'gadgets' for their own sake, to technophobia and the rejection or refusal to understand and to use it, sometimes disguising fear as condescension. Neither of the extremes of this range is helpful in teacher education. Though the *range* of ICT understanding and competences brought by new students is great, the *general levels* are clearly rising - both in undergraduate and graduate intakes - partly because of

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<sup>44</sup> - offering specialist digital tools for administration, course development, reporting, supported learning environments and for direct professional use in supporting SEN and a multitude of other purposes, including (of course) self-directed learning in ICT.

improvements in ICT provision and accessibility in schools and universities over the past few years<sup>45</sup>.

In short, the parameters within which ICT has to be considered and treated within ITE are complex and fluid, but must have as their central reference the Model of the Teacher as we define and redefine it.

### 7.1.2 A Hierarchy of Issues in ICT for ITE

Within the technical and organisational complexity of ICT in education it is possible to identify broad issue-areas ranging from the most basic (physical access to equipment) to the most apparently abstruse (the consequences for the role of teachers of the remote<sup>46</sup> and increasingly professional and commercial creation of digital learning environments and resources). This hierarchy broadly corresponds to a time-sequence in the focus of attention on ICT in education:

ICT Issue-Areas	Comment (NGfL is relevant to many areas)
Understanding and responding to the implications of remote 'content generation' for the teacher's future role and skills.	Professional course and content-creation is both a resource and a threat to classroom teachers. At best, it offers effective, tested materials - at worst it de-skills teachers and forces a support role on them.
Understanding the nature and implications of wide-spread ICT-supported learning.	Models of remote and/or computer-based learning are exemplified by the e-University and UHIP in HE, and will increasingly be applied in secondary education. There are huge implications for the nature of schools in future.
Identifying, understanding and applying digital learning environments in schools.	These are common (if variable) in universities and becoming more so in schools. Current best practice is exemplified <i>inter alia</i> in LTS's <i>Pioneer</i> and Heriot-Watt's <i>Scholar</i> . A coming paradigm.
Identifying, understanding and using appropriate digital (including on-line) learning resources.	Increasingly available through commercial educational publishers, JISC/LTSN in HE, SCRAN and other databases by public and commercial subscription providers - and in huge volumes on internet.
Identifying specialist applications for education and their uses.	There is a rapidly increasing portfolio of applications for all areas of school education and curriculum by LTS and commercial publishers.
Training in the use of generic Operating Systems, Applications, Networks and Internet.	Increasingly available through universities, commercial and NOF-funded courses and self-directed learning resources. There is no shortage of alternative support to learning here, and so less justification for inclusion in core ITE courses.
Access to (including ownership of) Equipment.	Computers in Schools Programme. 'Computers for Teachers' Programme - which is not available to TEI staff. Note that SHEFC dedicated equipment grant is no longer available to TEI.

The focus of the treatment and use of ICT within ITE cannot be allowed to lag behind the development of technical capabilities, organisational change and learning paradigms in the wider society - and these are all changing rapidly. Nor are learning paradigms now solely driven by educational professionals - for example, many large professional service firms now have interesting forms of intranet-delivered and self-

<sup>45</sup> Interestingly, research carried out by Mary Simpson et al. ('ICT in Initial Teacher Education in Scotland', 1997) can be read as indicating faster improvement in ICT skills and understanding in the entry direct from schools (to BEDs) rather than in the entry from universities (to PGCE). This research is however, 4 years old.

<sup>46</sup> Books also are 'remotely produced'. The issue here is that the potential emergence of monopolies in digital learning environments and materials - expensive to create and revise but not to deliver - may constrain the choices open to teachers in interpretative material and distance most from intellectual creation.

directed courses and learning resources available to their staff as and when needed. Teachers need to understand the ICT characteristics of the society and economy for which they are preparing young adults.

### 7.1.3 Policy Guidance on ICT in ITE

The most recent authoritative guidance in this area of ITE<sup>47</sup> was published over two years ago and is focused on the achievement of two of the specific 'SOEID 1998' competences which all ITE programmes are required to develop in their students<sup>48</sup>. The guidance is relatively brief and general, though its appendices do touch on some of the wider issues noted above in the role of ICT in education, the current position of ICT in schools, a vision for ICT in schools<sup>49</sup> and the relevance of the National Grid for Learning (NGfL). The two competences central to that guidance are that:

1. "He or she must demonstrate the ability to use information and communications technology (ICT) and appreciate how to apply it effectively in teaching and learning, taking account of legal, ethical and health and safety issues"; and
2. "He or she must be able to select and use, in a considered way and in a number of different learning and teaching situations, a wide variety of resources, including ICT."

It is suggested that five categories of skill and knowledge, similar to those used as a framework to guide delivery of NOF-funded ICT training to existing teachers<sup>50</sup>, are incorporated into course design as appropriate within ITE programmes:

- i. **"Working effectively with ICT in Teaching and Learning:** being aware of the potential of ICT to support a range of information, communication and learning purposes in relation to the teaching and learning environment; knowing how to use, adapt, integrate, plan and manage the use of ICT to create an effective environment for themselves and their pupils including those with special educational needs.
- ii. **Evaluating and selecting ICT resources:** judging the quality and appropriateness of ICT for a range of tasks, levels, subject, ages, and abilities and evaluating and selecting appropriate ICT based resources/sources to enhance learning.
- iii. **Monitoring, evaluating and assessing teaching and learning:** judging pupils' ICT capabilities and the effectiveness of pupils' use of ICT in achieving learning objectives; applying ICT in the monitoring, assessment, recording and reporting of learning; reflecting on their own use of ICT in a teaching, learning and management context; assessing their own use of ICT capabilities.

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<sup>47</sup> 'SOEID Guidance on the use of Information and Communications Technology (ICT) within Courses of Initial Teacher Education', Scottish Office, April 1999.

<sup>48</sup> In the 'Guidelines for Initial Teacher Education Courses in Scotland', SOEID, Scottish Office, October 1998.

<sup>49</sup> - which is couched entirely within a paradigm of classroom and teacher-directed learning and, candidly, is in need of radical revision.

<sup>50</sup> See 'The use of ICT in Subject Teaching - Expected Outcomes for Teachers in Scotland' Teachers' Annex A2 (Scotland) SOEID.

- iv. **Developing ICT capabilities:** identifying ICT skills and knowledge needs of pupils and themselves; planning and providing pupils with opportunity to develop ICT skills and knowledge within the context of the subjects/levels at which they are teaching; planning and prioritising their own ICT development.
- v. **Technical skills and applications:** knowing about, and using, a range of hardware and software for a range of information, learning and communications tasks; knowing about the ethical, legal and health and safety implications of using ICT."

#### **7.1.4 Policy Guidance on ICT in Schools**

It is clearly essential that the development of student teacher competences and understanding of ICT should *inter alia* relate directly to those required of existing teachers and to actual professional practice in the application of ICT in schools.

There is more recent and comprehensive guidance in this area<sup>51</sup> and a large and growing literature<sup>52</sup>. However, the guidance and reports referenced here focus almost exclusively, if not surprisingly, on the use that teachers and schools can and do make of ICT. They do not consider the more general issues of emerging ICT-based learning paradigms and the impacts of these on the wider society and the role of the professional teacher in future, which are essential for a 'reflective practitioner'.

The HMI report referenced at note 28 identifies aspects of best practice in the application of ICT in school education (and so is an appropriate text *inter alia* within ITE learning resources on the application of ICT in schools) whilst the earlier Robert Gordon report, also referenced at note 28, is a review of actual use of ICT at that time. The latter report raises matters of real concern for the future articulation of ICT in ITE with actual practice in the schools, in that it demonstrates that "the use of ICT (in schools in Scotland) is relatively low and is focused on a fairly narrow range of ICT. Word processing is the predominant use.... There is very little use of the internet.... Resources such as video conferencing and network computer conferencing are rarely used." It also makes a useful distinction between teachers "teaching ICT" and "teaching with ICT". The report found that "ICT is still seen as an extra or add-on rather than an integrated resource within teaching..."<sup>53</sup>.

## **7.2 Operational Practice - Results of Consultations**

### **7.2.1 Compliance with Framework Requirements**

Compliance with the 1998 SOEID framework (6.1.3. above) has been built into all programmes - though in different ways and with different levels of effectiveness - since session 1999/00. Though there is that common (if ageing) framework to guide

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<sup>51</sup> In 'Information and Communications Technology - Guide for Teachers and Managers' (Scottish Executive and Learning +Teaching Scotland, 2000, ISBN 1 85955 708 2).

<sup>52</sup> - of which the report to SOEID on 'Teachers' ICT skills and knowledge needs' (Faculty of Management, Robert Gordon University 1998) and the more recent 'The Use of ICT in Learning and Teaching' (Scottish Executive SEED, HMI September 2000) have been essential reading.

<sup>53</sup> All quotations in this paragraph are taken from page 2 of the Executive Summary, RGU, op cit.

TEIs in the treatment of ICT within specific courses and overall ITE programmes<sup>54</sup>, it is accepted in the TEIs themselves and by informed external observers (most notably LTS) that actual practice and the focus on levels and aspects of ICT varies markedly across the TEIs and particular ITE programmes.

### 7.2.2 Variable Implementation

In those programmes which exemplify best practice - in our view - the focus is decreasingly on developing core or generic ICT skills and understanding as part of the ITE curriculum, and increasingly on the 'higher order' issues of the appropriate use of ICT to facilitate pedagogical practice, and reflection on the role, skills and understanding required of teachers within the future context of ever-intensifying use of (increasingly externally-generated) digital resources and learning environments.

In the best cases, use of ICT within the TEI is firmly embedded in *communications* (e-mail and bulletin boards to link students with tutors and - increasingly - with school staff for specific placements), *access to learning resources* and *internal and placement administration*. Students in such an ICT-rich learning environment themselves most effectively assimilate appropriate skills in, understanding of, and attitudes to, ICT in a working and learning environment, which will carry forward into their future practice.

In the less impressive implementations of ICT in ITE programmes there remains an inappropriately large emphasis on generic core skills and understanding which - in our view - should have no place within the ITE curriculum *per se*. Conversely, in such implementations there was limited 'visioning' and reflection on what ICT will do to teacher work environments, careers and roles in future.

## 7.3 Key Issues

### 7.3.1 Resourcing

Resourcing of ICT at TEI level is clearly a matter of concern, but involves considerations and programmes which are not restricted to ITE. Now that specific SHEFC Equipment Grants have been discontinued the provision of hardware is normally driven by corporate university policies and determined by the levels of resources available. There is concern in some TEIs that these resources may not be sufficient now and in the future, especially if MTG is reduced. It was also put to us that the Computers for Teachers programme of assisted purchase could usefully be extended to individual TEI staff and students.

### 7.3.2 Adapting Programmes to Rising 'Intake' Skills and Expectations

The increasing level of ICT competence which each intake of recruits brings to ITE constitutes a critical driver of change in the appropriate treatment of ICT within ITE programmes. Notwithstanding resource pressures, universities have, recently, rapidly and generally, expanded their provision of digital learning environments, and this has been reflected increasingly in the greater competences and expectations of successive cohorts of graduate recruits to PGCE. The same is generally true of

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<sup>54</sup> See, for example, Northern College's PGCE Primary 'Definitive Document' of October 2000, section 4.4.3. and appendices 3 and 4.

undergraduate entrants. There is an emerging difficulty in reconciling this ongoing increase in familiarity and competence (within a widening range of student core ICT skills) at the start of ITE programmes, with a required treatment of ICT which is predicated on a competence framework written in 1998 and subject only to intermittent review<sup>55</sup>. A specific concern with the current framework statements is that they embody an inappropriate emphasis on generic skills rather than on a contextual understanding of the pedagogy of ICT and of its likely wider impacts on the nature of school education and the role of the teacher in future.

Changes in ‘input’ competences, together with the increasingly severe overcrowding of PGCE syllabi and the growth in corporate support for core student ICT skills in universities<sup>56</sup> argue for a concentration within ITE itself on its uniquely valuable contributions in this area – how the new teacher can use ICT most appropriately in education, and what impact increasing ICT usage in school education will have on the profession and role of the teacher in a digital learning society. In short, the focus of ICT within ITE programmes should be open to continual revision rather than periodic re-definition and, in the current context, the emphasis on generic ICT skills is inappropriate<sup>57</sup>.

There is a need to specify more clearly where responsibility for development of the various aspects of ICT skills, knowledge and understanding should lie in ITE, and in particular the balance between university support, TEI, school-based and individual remedial work to achieve appropriate professional understanding.

### **7.3.3 Adapting Programmes to Changing Educational Practice**

ITE programmes also have to be considered in terms of changing ICT ‘output requirements’, i.e. their articulation with an unpredictable environment of:

- ever-wider application of technology within a digitally-sophisticated society;
- rapid technical change in IT hardware, operating systems and applications which will require all who use ICT to see current skills as of transitory relevance and new ICT skills acquisition as a life-long process; and
- the development and application of digital learning paradigms in work and education – especially as this drives change in best practice in school education – both within ‘conventional’ schools and as complements to it.

The accelerating pace of change in these environmental requirements implies a need to bring greater flexibility and capacity for ongoing revision into programme specifications and course descriptors. A guidance framework which is definitive but only periodically revised (and currently ageing) is particularly inappropriate in respect of ICT in ITE.

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<sup>55</sup> In this respect see *inter alia* the comments on ICT at S4.4.3 of Northern College’s PGCE ‘Definitive Document’. This refers to the SOEID Guidelines and stresses the need for all students to possess basic skills prior to commencing programmes. Northern requires students to complete an ICT Skills Questionnaire before entry to programmes (*op. cit.* appendix 4) - predicated on the 5-14 Guidelines in ICT – and advises students of the need to work independently or with defined support to achieve at least those minimum standards.

<sup>56</sup> Through corporate student programmes and the availability of self-directed learning materials. Remedial programmes are also widely available from FE colleges and on-line providers.

<sup>57</sup> We agree with our respondent: “*There needs to be more emphasis on the pedagogy of ICT. Teaching core skills alone will never make its use central to the delivery of an appropriate curriculum.*” See Section 14.8.2.

Relating ICT in ITE to emerging best practice in schools in a dynamic way will be particularly important in future. The issues here are that:

- schools vary widely in the degree to which they embed ICT in the learning experience of pupils – through variation in equipment, skills of serving teachers<sup>58</sup> and understanding of potential; and, in consequence
- student placement experience is particularly variable in respect of ICT; and
- in the worst cases can de-motivate student teachers with their perceived weakness in equipment, teacher skill levels and understanding of appropriate pedagogic application. New teachers are agents of modernisation, but as such ITE needs to give them confidence in the potential of new ways of working.

Until general school ICT practice is better resourced and more consistent it may be that alternative or complementary means are required to provide a common threshold of understanding of the emerging practical application of ICT in teaching and learning. Potential palliatives are that a visit to a 'best practice' ICT demonstration site could be required for all student teachers and/or Chartered Teachers with particular understanding and expertise in this area might be asked to bring their 'recent and relevant experience' into the TEI as part of strengthened partnership working with Education Authorities in pursuit of a shared digital strategy. HMI periodic reviews of emerging best practice in the application of ICT might be used to inform the choice of demonstration sites and of serving teachers in this respect. This could be accommodated in the curriculum by reducing common skills development within ITE to a minimum, displacing it to other providers or remedial self-development.

### **7.3.4 Evolving Model of a 'Digitally Aware' Teacher for the 21<sup>st</sup> Century**

The wider issue posed most acutely by the speed of change in ICT capabilities and practice is whether current approaches to ITE outcome competence specification and the linked frameworks for advising on programme content and undertaking collaborative review are, or can be made, sufficiently flexible and dynamic so that they do not themselves impede desirable updating of the focus of ITE programmes.

This will require continual revision<sup>59</sup> of our central Model of a 'digitally aware' Teacher for the 21<sup>st</sup> Century.

### **7.3.5 Fitting Change into An Overcrowded Curriculum**

There is a particular need to build flexibility and a holistic vision into the treatment of ICT in ITE, given the rapid developments in technology, typical student understanding and changes in school practice. As with many other aspects of the curriculum, there is a danger that additions in ICT, which can be justified individually, in aggregate render the curriculum unworkable within the present

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<sup>58</sup> It is to be hoped and expected that the description of generally low interest in, and restricted use of, ICT shown in the RGU Report cited above no longer reflects current practice in schools. HMI monitoring of this will be very useful in revising advice on ICT in ITE on a continual basis.

<sup>59</sup> The Northern College 'Definitive Document' for PGCE(P) in session 2000/01 states (at the end of 4.4.3) that "...competences from the SOEID Guidelines for ICT (1998) have been included in the course during the session 1999/00. The review should ensure that these are securely based within the new PGCE(P) programme." We are concerned that this 'compliance' approach does not address the need for flexibility.

programme structures and timing. We will suggest that some elements of current ICT content (generic skills) should be reduced to allow more emphasis on others.

## **7.4 Recommendations**

Any sensible recommendation for short-term change here has to comprehend practical constraints. Under current guidance the SOEID 1998 competences have been built into planned ITE programmes which start in late August 2001. These in turn have been subject to university and departmental quality processes, staff have been assigned, placements mapped and course materials printed.

### **7.4.1 Recommendations for Immediate Consideration**

**We recommend that consideration is given to the extension of the successful ‘computers for teachers’ programme of supported purchase to student teachers who are undertaking an approved ITE course, to support their familiarisation with personal computer usage.**

**We recommend that the Minister should write to TEIs asking them, wherever possible at this stage, to shift the balance of ICT consideration in their ITE programmes away from generic skills development and discussion and more exclusively towards the consideration of the professional and pedagogic implications of ICT and the likely impacts on the future roles of the teacher of emerging models of digital learning environments.** In doing so, the Minister should remind the TEIs that the 1998 competency framework is not intended to set a ceiling on the modernisation of ITE programmes in this or any other respect, and that he will be satisfied that the current competences specified in the SOEID 1999 ICT Guidance are being addressed if ITE programmes make provision for them, in whole or in part, other than by their inclusion in core ITE courses.

### **7.4.2 Recommendations for Session 2002/03 and onward**

**We recommend that a less prescriptive statement of teacher competence and programme requirement in the area of ICT should be developed which would facilitate continual review and updating of ITE programmes to reflect the change elements identified here.**

**We recommend a shift of focus in all TEIs (which is already occurring to some extent despite the somewhat dated ICT advisory framework) away from concern with students’ generic ICT skills and towards appropriate ICT resource selection, best practice in implementing ICT approaches in school education and the understanding of digital learning environments and their likely impacts on teachers’ professional roles and required skills.**

**We recommend that there should be an entry requirement (though this may be superseded by university requirements) or, failing which, an early-programme assessment that students can demonstrate core ICT skills and understanding to an appropriate (we would suggest ‘European Union Driving Licence’) standard, with remediation where appropriate through self-directed study or corporate support. The objective should be to clear basic ICT skills and generic issues from the ITE curriculum to facilitate a clearer focus on professional issues.**

**We recommend that all student teachers should be exposed to best practice in the rapidly-evolving application of ICT to school education by visits to appropriate demonstration sites<sup>60</sup> and by the incorporation of sessions on the practical application of learning environments from competent practitioners, and that the adequacy of ICT use in a school is given greater weight in deciding on placements; and**

**We recommend that guidance on ICT-related competences and the linked framework for future collaborative review of TEIs should be reviewed to encourage TEIs to revise the treatment of ICT<sup>61</sup> – as an issue area, set of competences and practical working environment for student teachers – in ITE programmes as part of their annual review and programme planning cycle.**

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<sup>60</sup> Both virtual and concrete – pun intended.

<sup>61</sup> Including the planning and administration of placements, and communication whilst on placement.

## **8. REMIT 2:5 - CLASSROOM BEHAVIOUR MANAGEMENT**

*“While this is also an issue for a later review in the sense that it is dependent on the nature of class organisation, it was an aspect of ITE that recently qualified teachers have identified for criticism. McCrone also recommended that more attention be given to issues of pupil management. In light of the current perceptions regarding pupil behaviour the first stage review would look at how TEIs prepare students in this area and propose immediate improvements.”*

### **8.1 Policy and Context**

The social inclusion policies of the present Government will contribute to a broader ability spectrum of children being admitted to schools, and possibly more challenging behaviour being displayed in the classroom. Such policies require a consideration of behaviour management practices, rewards and sanctions in the school. In order to address this, the Government launched several initiatives on parental involvement and best practice in behaviour management. These include an 'Alternatives to Exclusion' grant scheme to provide funds to local authorities for projects to develop alternative, positive, approaches to behavioural problems in schools. A report on the outcomes of the projects has been published and identifies the issues which need to be addressed in future<sup>62</sup>. The report makes a number of recommendations addressed to the Executive, to local authorities and to schools.

The study highlights the effectiveness of whole-school approaches to preventing disruptive behaviour. Such an approach addresses the whole school population, rather than being targeted on a minority of individuals with particular difficulties. Other positive behaviour promoting strategies are also singled out for praise.

More recently, in December 2000, a Discipline Task Group was established by the Minister for Education to undertake wide consultation and address behaviour issues in Scottish schools. The Report of the Task Group was published - as stated - on 19 June and makes 36 recommendations of which three (31 to 33 inclusive) are relevant to this review. These are that:

31. The current review of initial teacher education should include the extent to which student teachers are prepared to meet the challenges of supporting social inclusion through effective behaviour management, the promotion of positive discipline and classroom management skills. It should also include the development of opportunities for students following ITE courses to link with professionals in other fields and to develop an awareness of approaches to working with parents and carers.
32. In partnership with teacher education institutions and faculties of education, a national continuing professional development programme relating to behaviour management, social inclusion, alternatives to exclusion and effective learning and teaching for probationers, serving teachers and senior managers should be developed.

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<sup>62</sup> Alternatives to School Exclusion - a report by HM Inspectorate of Education.

33. The continuing professional development programme should include opportunities for teaching staff to take part in multidisciplinary training with professionals in other fields and to develop an awareness of approaches to working with parents and carers.

Though timing has meant that these recommendations could not specifically be addressed within the remit for this 'first stage' review, they are nevertheless compatible with the recommendations made within the present review.

## **8.2 Operational Practice - Results of Consultations**

### **8.2.1 Increased Range of Behavioural Extremes in Classroom**

The Government's social inclusion policies were acknowledged in consultations as a major factor in bringing a wider spectrum of behaviour into the classroom. It was recognised that the student teacher needs to be prepared for this and be taught to recognise behavioural types that may indicate serious underlying issues in the life of a child.

Consultations engendered several debates on the level of behaviours exhibited in schools and the societal and other causes for this, and generally concluded that the relevance of the following factors on behaviour need to be addressed in ITE programmes<sup>63</sup>:

- an understanding of basic patterns of pupil behaviour;
- a repertoire of strategies and techniques to employ to avoid or address potentially difficult situations;
- an understanding of the child's home circumstances in influencing behaviour;
- an awareness of school and authority policies relating to classroom behaviour;
- an awareness of expected standards of behaviour of children and adults within a school environment; and
- consistent expectations of behaviour.

### **8.2.2 Behavioural Management as a Theme in ITE**

The process maps in volume 2 of this report show the specific courses within the ITE programmes of the various TEIs which are dedicated to learning about behavioural management. It will be seen that normally only a few hours is dedicated to this area.

Student responses stressed the value of the placement experience in providing real-world learning opportunities in behaviour management. Techniques used within a TEI context, of simulated role play or discussion of the principles of behaviour management, were perceived to be of limited value in preparing students for the reality of classroom behaviour.

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<sup>63</sup> The process maps show the extent to which the different ITE programmes currently incorporate these issues.

Students expressed a desire for more and earlier information on the treatment of behaviour issues in their placement schools, ideally by way of an induction pack which would include copies of the schools' behavioural and discipline policies. This would avoid confusion and set clear expectations and operational parameters for the students.

### **8.2.3 Quality of Teaching**

A common theme emerging from our consultations with TEIs and consistent with that in the Task Group report of 19 June is that a well-prepared and well-taught lesson should minimise the likelihood of behavioural difficulties. Comments received from TEIs and Education Authority staff included the following:

- there is no substitute for good teaching; and
- teachers themselves should consider whether they have contributed to a breakdown in discipline through poor preparation or teaching of students.

The principle that good quality teaching will command attention and respect is perceived as a fundamental ingredient of good positive behavioural management.

### **8.2.4 Ethos of the School and Role in Promoting Positive Behaviour**

Throughout consultations the responsibility for creating an environment of good behaviour was perceived to lie not only with individual classroom teachers, but also with the school population as a whole. Conversely, respondents suggested that occasions when indiscipline in the classroom marred a placement experience were often related to indiscipline in the school as a whole or even to factors which originated outwith the school.

Placement experience was perceived as essential in preparing the student for the effective management of classroom behaviour. Emphasis was placed by some TEIs on the importance of graduating the level of difficulty of managing class behaviour over successive placements of the ITE programme, with certain year groups in schools recognised as being less likely to cause disruption and so appropriate for early placements.

In respect of primary school placements it was perceived that, in general, the student teacher, if well prepared and confident, would inherit the beneficial effects of discipline and classroom behaviour management by the usual class teacher.

The role of Education Authorities in ensuring that schools have a policy to promote positive behaviour was discussed during several consultations. There was a consensual view that Education Authorities recognised that the encouragement or support of such policies was good practice but disagreement on the appropriate powers of Education Authorities to require a school to introduce a clear framework to promote positive behaviour. The financial implications of policing a mandatory approach were pointed out by some consultees.

Some consultees expressed the view that the role of TEIs should be to prepare students to expect and to implement a clear policy for promoting positive behaviour in schools. The TEIs were perceived as having a responsibility to expose students to real-life examples of positive behaviour strategies to enable them to be aware of the range of practices.

Most TEIs expressed the opinion that there is a wide range of school behavioural policies in practice. Ideally, ITE should be aimed at producing a 'reflective practitioner' who will be aware of best practice and willing to introduce it in his or her own classroom and support its application collegially in the wider school.

### **8.2.5 Teacher Confidence and Self-Esteem**

A recurring theme during consultations with a wide range of parties was that of teacher confidence and self-esteem. The importance of portraying outward confidence in managing in the classroom was identified as vital, with much anecdotal evidence supplied of instances where the trainee or newly qualified teacher lost personal confidence and then lost control of the class.

The degree of respect and esteem accorded to a trainee or newly qualified teacher by the school and staff within the school will affect the response of the pupils. Again, this was seen as an area where the school had a major contribution to make in assisting in the success of the trainee or newly qualified teacher.

### **8.2.6 Reflection on the Teacher's Role in Unacceptable Behaviour**

Whilst it is understood that much of the work of the teacher is undertaken in an environment of appropriate pupil behaviour, there will be times when this is not so. Much of that classroom behaviour which is unacceptable is low level 'indiscipline'. However, it was regarded as almost inevitable that trainee teachers would, at some point, be confronted by challenging and unacceptable standards of pupil behaviour. The importance of the student teachers learning from these incidents and gaining a clear understanding of the reasons for this behaviour, and of their own contribution in allowing this to happen, was stressed by several of those consulted. Assistance in developing a positive and confident approach can be given by staff from the TEI, other trainees sharing experiences and from staff within the school.

The placement experience was seen as particularly significant in developing behaviour management understanding, skills and styles, and ways to capitalise on this were addressed in consultations. It was suggested that it might be useful, particularly for PGCE students, if classroom placement experiences were to be followed up by a period of group reflection on behaviour management issues and techniques in the TEI, facilitated by TEI staff.

### **8.2.7 Application of Sanctions**

A widely held view during consultations was that student and newly qualified teachers need to receive a clear understanding from their placement schools of the sanctions policy of the particular school. Anecdotal evidence was given of the unfortunate experiences of students who were unaware of school policy. Other views received in consultations include the following:

- sanctions policies need to be applied with demonstrable consistency and fairness if they are to work;
- sanctions policies work better where pupils have been involved in setting and accepting them;

- teachers need a graded range of sanctions in order to postpone the point at which ultimate sanctions are reached;
- students and newly qualified teachers need to have support from more experienced members of staff in applying sanctions; and
- good communications between school staff as to what practices are effective with different classes, groups and individuals can assist the student teacher.

### **8.2.8 Dealing with Parents, Carers and Other Professionals**

A recurring theme arising from a variety of groups consulted was that of the role of ITE in preparing the student for working collaboratively with other professional adults and parents and carers. This is an issue highlighted in the 'expected features' of the programmes which derive from the ITE Benchmarks.

A range of approaches for achieving this were suggested, including:

- making communications with parents and/or carers a required aspect of the placement experience (and dissuading student teachers and schools from allowing student teachers to opt out of parental contact);
- introducing guest lecturers from outside agencies to the TEI-based part of the courses; and
- placing emphasis in appropriate ITE courses on understanding the responsibilities of other professionals.

Preparing teachers to work collaboratively with other professionals such as social workers and health workers is an increasingly important part of the professional development of the teacher. Inexperienced teachers should not consider the need to refer to another professional as any sign of weakness but rather as essential inter-professional dialogue.

TEIs should seek to relate more clearly to other professional development in their universities in promoting this dialogue at the stage of ITE.

### **8.2.9 Classroom and Out-of-Classroom Behaviour**

A distinction was made by one group of consultees between behaviour in the classroom and out of the classroom. In their view, the great majority (some 95% was the estimate) of reported incidents of poor behaviour happened in the classroom. This does not, however, lessen the need for the student to be prepared to cope with anti-social or aggressive behaviour, for example, in the playground.

Again, the solutions discussed related to the promotion of positive behaviour and a whole-school policy towards discipline.

## **8.3 Key Issues**

### **8.3.1 Range of Behaviours and Social Inclusion Policies**

It is recognised that a broader range of classroom behaviour is to be found as a result of the Government's social inclusion policies. ITE must ensure that newly qualified

teachers are aware of the diversity of range and are equipped with both an understanding of the underlying causes of problems and a toolkit for dealing with difficult types of behaviour should they arise.

### **8.3.2 School Ethos and Positive Behaviour Management**

The school as a whole has a crucial role in setting acceptable behavioural standards. ITE can prepare newly qualified teachers to recognise best practice in this area. However, the Education Authorities are best placed to influence school policies and to ensure that schools implement positive behavioural management strategies within a clearly defined framework.

### **8.3.3 Continued Support after ITE**

Although beyond the study remit, the theme of continuing support for the newly qualified teacher in behavioural management was a recurring theme. It is also a theme of interest in the recently published report into the Chartered Teacher Programme<sup>64</sup> and to the Ministerial Strategy Committee for CPD established in October 2000. It is clearly essential that the levels of competence in behavioural management attained in ITE should be continually developed through CPD.

### **8.3.4 Communications**

Students identified a communication issue between the schools, TEIs and themselves in this area. Insufficient advance information is communicated to the student in respect of the school behavioural management and discipline policies.

### **8.3.5 Overcrowded Curriculum**

While all agencies consulted agreed that there could be benefits from greater time devoted to behavioural management, it was recognised that this could only be achieved by a reduction in other areas of what is already a very congested curriculum. Congestion was perceived to be greatest in the PGCE programmes, and particularly in PGCE Primary programmes.

## **8.4 Recommendations**

The timescale for this review has meant that this report has been prepared in parallel with the work of the Minister's Discipline Task Group. We consider that the findings and recommendations in the present review – focusing, as required, on the short term – are compatible with those made in the wider context of the report of the Task Group referenced earlier.

### **8.4.1 Best Practices in Positive Behaviour Management**

**It is recommended that a forum for the identification and disseminate of good practice in behavioural management in schools is established, including TEI and Education Authority staff, senior teachers, advisors and policy makers in its membership.**

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<sup>64</sup> Consultation Paper 1 - Chartered Teacher Programme - Arthur Andersen, The University of Edinburgh and The University of Strathclyde, May 2001.

Consideration should be given to the active participation of other professionals in this forum. The presence of representatives of other disciplines will serve to emphasise the central place all personal services have in supporting children.

Clearly, implementation of this recommendation cannot be by the TEIs alone.

#### **8.4.2 Promotion of Best Practice within ITE**

**It is recommended that TEIs assimilate specific examples of, and advice on<sup>65</sup>, ‘best practice’ in behaviour management in schools into appropriate courses, where that does not already happen.** This will give students an understanding of the likely practical compliance issues they may face in schools, and will give a particular impetus to partnership working in ITE with those Education Authorities and schools which are acknowledged leaders in this field.

Collaboration by TEIs with Education Authorities and schools on behaviour management in schools will constitute a major focus of the TDPs which have been recommended.

#### **8.4.3 CPD Links**

**It is recommended that TEIs should set their treatment of behaviour management in ITE in the context of ongoing teacher development, so that students understand that the ITE ‘survival pack’ is merely the start of life-long learning in this as in other areas.**

This will link to the work of the Ministerial Strategy Committee for CPD and should be further considered within the curricular mapping recommended for stage 2 of this review.

#### **8.4.4 Placement Induction and Behaviour Management**

**It is recommended that TEIs work with their partner schools to define respective roles and responsibilities for placement induction, which is particularly significant for behaviour management but also impacts significantly on health and safety, ICT and legal liability issues. This links with our recommendations for partnerships and placements in sections 4 and 5.**

**Within this, it is recommended that placement induction packs containing information on school behavioural management and discipline policies be prepared and made available to students in advance of the placement.**

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<sup>65</sup> If the Ministerial Group develops national guidance on behaviour management in schools, the TEIs will clearly be expected to base their treatment of behaviour management on that.

## **9. REMIT 2:6 - SEN IN MAINSTREAM SCHOOLS**

*“Current policy is to mainstream as far as possible SEN pupils within ordinary schools. This creates issues for teachers, who must be capable of teaching and integrating SEN children with the rest of the class. It is essential that newly qualified teachers be adequately prepared to cope with the additional pressures mainstreaming brings.”*

### **9.1 Policy and Context**

Special Educational Needs (SEN) is a complex area of professional practice and the focus of continuing review in Scotland<sup>66</sup>. Recent Government policy on social inclusion has *inter alia* required the inclusion, where appropriate, of children with many different types of educational needs in mainstream schools.

#### **9.1.1 Statutory Framework and Current Provision**

The Education (Scotland) Act 1980 defines children's special educational needs (SEN) in Section 1 (5)(d) as:

"Needs caused by a learning difficulty which he has which calls for provision of special education needs to be made for him."

The same Section of the Act describes 'learning difficulty' as having or being:

- significantly greater difficulty in learning than the majority of children, or, as the case may be, young persons of his age; or
- a disability which either prevents or hinders him from making use of educational facilities of a kind generally provided for children, or as the case may be, young persons of his age in schools under the management of the Education Authority for the area to which he belongs; or
- under the age of five years and is, or would be if provision for special educational needs were not made for him, likely to fall within the two preceding paragraphs when over that age.

Special educational needs are formally recognised by the opening of a Record of Needs for the individual child<sup>67</sup>. Some two percent of children in Scotland have Records of Needs, while an estimated twenty percent are believed to have special educational needs<sup>68</sup>. The Education (Scotland) Act 1980 places responsibility upon the Education Authority of the child to open a Record of Needs if the child is aged two or more and has "pronounced, specific or complex" education needs which "require continuing review". The Act requires that, prior to opening a Record of Needs, the Education Authority will carry out a formal assessment of the child.

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<sup>66</sup> The National SEN Advisory Forum, formed on the recommendation of the Riddell Report, 1999 and chaired by the Deputy Minister for Children and Education, is currently considering provision of SEN in Scotland.

<sup>67</sup> The National SEN Advisory Forum is currently reviewing how the current Record of Needs can be improved or updated.

<sup>68</sup> Figures derived from Scottish Executive statistical publications ([www.Scotland.gov.uk/stat/bulletins](http://www.Scotland.gov.uk/stat/bulletins)).

The Record of Needs must contain the following information relating to the child<sup>69</sup>:

- a summary of the child's impairments;
- a statement of the special educational needs arising from the impairments;
- measures proposed by the Education Authority to meet the specified needs; and
- where appropriate, the nomination of a school to be attended.

The Record is kept under review by the Education Authority and notes of periodic<sup>70</sup> reviews may also be found on the Record.

More recently, awareness has grown that pupils with unusually high levels of learning ability (whether generic or area-specific) also have special learning needs which should be identified and addressed. This poses difficulties for teachers in programming work to suit all pupil abilities. Failure to provide for unusually able pupils may not only deny those pupils the development of their full potential but also create learning problems.

The Education (Scotland) Act 1980, Section 1(5)(c) requires Education Authorities to secure adequate and efficient provision for children with special educational needs. Local authorities have, historically, successfully discharged this obligation by educating children with SEN in the following ways:

- alongside other children in a mainstream Education Authority school with the assistance of specialists or auxiliaries in the classroom to support the child;
- within a special educational needs unit in a mainstream Education Authority school, so providing support for specific needs where appropriate whilst facilitating integration with mainstream classes wherever that was indicated;
- in a special school exclusively for SEN pupils where teachers are SEN specialists and the learning environment is adapted for SEN provision;
- in residential special schools where the nature of pupil need requires this; and
- at home or in a health care institution in the case of pupils who are physically unable to attend school.

The Education Authority within which a child normally lives may not be able to provide education of an appropriate nature within its own area. In such cases the Education Authority is obliged to source the appropriate support elsewhere.

The provision of support under the structures outlined above will change with the measures introduced in the Standards in Scotland's Schools etc. Act 2000, Section 15 which requires all children to be educated in a mainstream school unless that would:

- not be suited to the ability of the child; or
- be inappropriate for the provision of efficient education to other children with whom the child would be educated; or

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<sup>69</sup> Education (Record of Needs) (Scotland) Regulations 1982.

<sup>70</sup> Annual review is recommended.

- result in unreasonable public expenditure being incurred.

While the new legislation leaves scope for other provision, it is clear that there will be greater numbers of children with SEN educated within Education Authority mainstream schools in the future. It follows that ITE must ensure that the new generation of classroom teachers is adequately prepared to teach a broader spectrum of needs within Education Authority mainstream schools.

Current provision for SEN teaching in Scotland has recently been examined in detail by the Education, Culture and Sport Committee of the Scottish Parliament, which has issued a report based on consultation with a wide range of interests and over 140 individuals and institutions.<sup>71</sup> The report makes specific recommendations in respect of the:

- diversity of SEN provision across Scotland;
- effectiveness of current integration strategies;
- effectiveness of transition arrangements for pupils with SEN between primary and secondary schools, and secondary schools and post-school provision; and
- effectiveness of Education Authorities in understanding and addressing the requirements of the families of special needs pupils.

## **9.2 Operational Practice - Results of Consultations**

### **9.2.1 Approach to SEN by Students and Teaching Staff**

All TEIs were consulted and all gave evidence of the strength of focus by ITE students on learning to teach children with SEN. However, the amount of core curricular time dedicated to SEN varies between the TEIs and the programmes<sup>72</sup> and, in general, is limited to a few hours.

All TEIs reported that the SEN electives were the most popular with students and this was confirmed by the students whom we consulted<sup>73</sup>. The reasons for this popularity are reported by TEIs and students alike to be largely the positive attitudes of students towards learning about SEN, and (to a lesser extent) concern that current policy will require them, whether they wish it or not, to teach pupils with SEN whilst managing the class as a whole. Other measures of the interest of students in SEN were requests for placements in special schools and the use of learning materials (such as videos) on SEN. The positive approach to SEN from the students was mirrored in the enthusiasm and commitment of the TEI staff with whom we spoke, many of whom are highly regarded as leaders in their specialist fields.

Students expressed a desire for more direct contact with SEN pupils to help them gain knowledge, understanding and greater confidence in addressing their needs.

Many discussions, however, obfuscated SEN and general Support for Learning. ITE is more concerned with the direct implications of Support for Learning. The relationship with SEN is less clear and will, inevitably, depend on the specific needs

<sup>71</sup> Education, Culture and Sport Committee 3<sup>rd</sup> Report 2001 - report on Inquiry into Special Educational Needs.

<sup>72</sup> See volume 2 of this report for programme mapping.

<sup>73</sup> ICT was the second most favoured area, and this could often be linked to support for SEN.

of the pupil and what forms of support are required in individual cases. The great range of circumstances and needs in SEN makes its generic treatment – not only in ITE – difficult and sometimes inappropriate.

### **9.2.2 Range of Needs and Curriculum Pressure**

All TEIs agreed that there was an overcrowded curriculum in ITE as currently organised, and that this was particularly severe in the case of PGCE programmes. SEN is one of several areas of the curriculum which have increased in complexity – in this case as new medical conditions are recognised and Government inclusion policies extend the spectrum of needs in the classroom.

Consultations revealed that the TEIs have a remarkably consistent and positive general approach to preparing teachers to teach children with SEN. Whilst they placed emphasis on different areas, TEI practices in relation to SEN share a stress on:

- a positive approach;
- an overview of the range of SEN, leaving students to research specific needs, disabilities or disorders for themselves (whether in ITE or later CPD);
- methodologies for the teacher to prepare teaching materials which are differentiated according to pupil needs;
- the successful allocation of pupils to groups within the classroom;
- the early recognition of difficulties which children without a Record of Needs may demonstrate;
- the importance of working collaboratively with other professionals in SEN, such as health workers, educational psychologists, and understanding their roles and responsibilities;
- the development of constructive relationships with parents and carers;
- the use of specialist speakers from external agencies or other university faculties to bring specific SEN knowledge and experience to ITE courses;
- the need for sensitivity in treatment and the terms used, in order to promote positive and inclusive attitudes to children with SEN; and
- recognition that exceptionally gifted children may also have special needs and pose challenges for the successful differentiation of pupils.

### **9.2.3 Whole-School Approach**

Some informed stakeholders in the consultations believed that TEIs concentrated their involvement on schools which generally shared their positive attitudes to SEN. To the extent that such attitudes may not be universal there may be local difficulties in the proper incorporation of SEN issues into teacher education.

A common view held by the TEIs was that the school as a whole as well as the individual student or newly qualified teacher has a role in the successful integration of pupils with SEN into mainstream classrooms. While ITE can build upon a positive approach from students to create a commitment to inclusive teaching,

recognising the needs of all its pupils, this is most effectively translated into success in the classroom where it is embedded in a positive whole-school ethos.

In practice, it is recognised that CPD will be essential in overcoming any perceived negativity of established teachers towards SEN pupils, and so ensure that the richness of the diversity of all children is embraced within Scotland's schools.

#### **9.2.4 Partnership with Parents**

Partnership with parents was stated by the TEIs to be a key theme in developing awareness and competences in SEN within ITE programmes and in CPD. It was recognised that this may be considerably easier in primary school teaching, due to the closeness of the class teacher-pupil relationship. However, secondary school subject teachers may have contact with children for very few hours of any week, making it difficult to develop close relationships with particular pupils. ITE students are made aware of the importance of the relationship with parents of children with SEN, and indeed all children, and the importance of a collaborative approach to teaching and learning. However, the extent to which these principles can be put into practice during ITE is very limited.

#### **9.2.5 Collaborative Working**

Consultations indicated that some newly qualified teachers may feel isolated and uncertain in teaching children with SEN. The TEIs attempt to address this issue through teaching the students the value and importance of collaborative working with other supporters of the child (such as classroom assistants) and other professionals such as health and social workers. The role of specialist guidance staff is particularly important in identifying the needs of children and in supporting both them and professional staff.

#### **9.2.6 Probation Year and CPD**

All TEIs recognise that student teachers - indeed all teachers - will need continued support to develop their skills in teaching classes of pupils with and without SEN. Whilst CPD and support in the probationary year are the subject of separate reviews<sup>74</sup> and are not central here, the importance of this continuum of support and development for teachers in the area of SEN was repeatedly highlighted during consultations.

#### **9.2.7 Placement Experience with SEN**

Consultations also indicated that the profession as a whole places value on providing the student teacher with classroom experience of children with special educational needs wherever practicable during school placements, either in mainstream schools or in a special school. For most students this is likely to be available in mainstream classes, providing opportunities for the TEI to ensure that at least one placement will involve the student in some targeted teaching of children with special educational needs. The debate regarding the formalisation of placement and partnership

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<sup>74</sup> The Sutherland Report on 'The Education and Training of Teachers' (1997) recommended improvements to ITE and CPD for teachers. Recent publications on CPD include 'Proposals for Developing a Framework for CPD for the Teaching Profession in Scotland' (SOEID) and 'Consultation on Chartered Teacher Programme' - part of a wider CPD review (Arthur Anderson, University of Strathclyde and The University of Edinburgh).

arrangements could include consideration of the provision of placement experience which, wherever practicable, includes working with children with SEN.

While all consultees agreed that such experience is desirable in ITE placements, there was reluctance on the part of some stakeholders to agree that SEN experience should be required. Availability of placements and the effects of placements on children with particular forms of SEN were cited as particular implementation issues.

## **9.3 Issues**

### **9.3.1 Preparing Teachers to Teach SEN Pupils in Mainstream Schools**

The principal issue is that of ensuring that newly qualified teachers acquire appropriate levels of understanding and personal competence in their ITE programmes to allow them to teach classes which contain some pupils with SEN. It is not practicable to contemplate the incorporation of specialist education for the many specific forms of SEN in the core courses of ITE programmes, and much will necessarily have to be treated in specialist options, or later, in CPD. Current ITE programmes, in general, approach the issue of SEN with sensitivity and professional experience. However, the newly qualified teacher is likely to lack real experience in this area.

The success of ITE programmes in preparing newly qualified teachers for SEN responsibilities will be a major indicator of their success in producing students who exemplify the model of a teacher for the 21<sup>st</sup> century. Such students will embrace the opportunities that inclusive SEN teaching policies bring to the class and school as a whole. They will be motivated to ensure that they use the full collaborative resources available and will seek opportunities to work with children with special educational needs and their families and carers in the most effective way.

### **9.3.2 Requiring SEN Experience During ITE**

The desirability of ensuring that students have direct experience of teaching SEN pupils during their placements has to be balanced against the practicalities and realities of the placement system as it currently operates. Suggestions that such experience should be required were made to us but there are many practical difficulties in implementation. Such experience should be incorporated into placements wherever practical, but it should not be a set requirement of all ITE programmes. In our view, the treatment of SEN within ITE programmes should concentrate on the familiarisation of student teachers with the most common forms of SEN, and the development of an understanding of what is required in the teaching of children with special educational needs.

### **9.3.3 Continuing Professional Development (CPD)**

The level of competence expected of a newly qualified teacher in respect of SEN is best regarded, for the reasons previously discussed in relation to the overcrowded curriculum, as a core or threshold standard. Continuous professional development through structured opportunities during the probationary year and beyond is clearly required if skills and standards are to be continuously updated and improved, and competences in SEN - in common with several other competency areas such as ICT - should be 'mapped' onto the wider career development of teachers.

### 9.3.4 Overcrowded Curriculum

While all consultees agreed that there could be benefits from greater time devoted to SEN, it was recognised that this could only be achieved by a reduction in other areas of what is already a very pressurised curriculum. The pressure was felt to be greatest in the PGCE programmes, particularly in PGCE Primary programmes, where little more than a high level overview of the range of needs and conditions and disabilities is included. This is of particular concern for PGCE Primary programmes as teachers need to be skilled to detect special needs of children at an early age.

## 9.4 Recommendations

The issue of SEN is complex and no immediate recommendations for improving current arrangements for developing understanding and competence in SEN within ITE have emerged in the course of this review.

However, two key areas have been identified for further consideration:

- whether experience of teaching children with SEN should be required within the school placements of all ITE students; and
- how the development of common understanding and competence in SEN in ITE should be mapped and linked with further development in CPD throughout the probationary and subsequent years.

### 9.4.1 SEN Experience in Placements

**It is recommended that students should be provided by their overall ITE programmes with clear models of best practice in collaborative approaches which can benefit children with SEN, and which can support classroom teachers in a better understanding of their own role.**

The principal argument for requiring an element of SEN experience in all student placements is that it would ensure that all newly-qualified teachers have some degree of practical experience of teaching children with SEN, thereby setting a minimum experiential attainment level. Additional benefits might accrue from comprehensive feedback to the TEIs on the appropriateness of the preparation of students in SEN. This is consistent with the expected features of the Benchmark Statements for ITE.

The principal objections to requiring all students to have at least one placement which includes SEN experience are the:

- practical difficulties in providing these when there are already difficulties in ensuring that placements of adequate quality and number can be found;
- possibility of jeopardised placement relationships which currently rely on voluntary collaboration and good will, as discussed in sections 3 and 4 above.

Whilst not suggesting that placements within special schools or special units should be required as a condition of programme approval or of student qualification, greater exposure to SEN teaching in mainstream schools is, in principle, desirable. This may not be achievable through the placement system due to the difficulties identified but visits to schools specifically for this purpose could realistically be designed as part of the programme. Due regard would need to be given to preserve the dignity of the

children involved, were such visits to be introduced. However, with sensitive planning such visits may make a useful contribution to the ITE experience of SEN.

**It is recommended that TEIs offer to all students short visits to appropriate learning environments where addressing SEN is a significant consideration. This exposure to SEN issues and environments should be in addition to that which may be found in ITE placements and elective studies of SEN.**

#### **9.4.2 Further Development Through CPD**

Further debate will be required on whether it is better to address the general need to raise understanding and competences in SEN in the teacher body by such measures as requiring Education Authorities to supply placement opportunities which include SEN, or whether to place the onus on committed and professional students and qualified teachers to demonstrate that they have incorporated the development of their SEN experience and knowledge in CPD and other ways.

It is, therefore, inappropriate to make any recommendation for short-term change in this area. Attention should, more appropriately, be given to developing the experience of teachers as they attain the forthcoming Standard for Full Registration, and in their CPD throughout their careers.

## **10. REMIT 2:7 - HEALTH EDUCATION**

*“ The report will contain recommendations for the implementation of the relevant parts of the Report of the Working Group on Sex Education in Scottish Schools and the Final Report of the School Drug Safety Team. The Scottish Executive Education Department has agreed to review the initial training teachers receive in these two areas.”*

### **10.1 Policy and Context**

#### **10.1.1 McCabe Working Group**

Scottish Ministers established a Working Group on Sex Education in Scottish Schools, chaired by Michael McCabe, Director of Education of South Ayrshire Council, in February 2000. The remit of the Group was to consider the scope of the safeguards put in place and review the range of curricular advice and support material available to teachers on sex education in the light of the repeal of Section 2A of the Local Government Act 1986. The Working Group's report was published 16<sup>th</sup> June 2000, and made five central recommendations, as follows:

1. The Scottish Executive should adopt the key principles and aims for sex education identified by the Working Group, incorporate them into a guidance circular and consult on the terms of the guidance;
2. summary guidance on available curricular advice and materials should be developed by the Scottish Executive and be made available to schools;
3. The Scottish Executive should offer guidance to local authorities and schools on procedures for effective consultation with parents;
4. The Scottish Executive should produce a leaflet for parents explaining the nature and purpose of sex education, its place within health education and the importance of its relationship to personal and social, religious and moral education, and that this should be published in Braille and several languages; and
5. The Scottish Executive should organise seminars for key personnel from local authorities to facilitate constructive local responses to the statutory guidance.

All the above recommendations have been implemented by The Scottish Executive.

In addition, the Report made a number of general recommendations, including that the Scottish Executive “should provide support to local authorities and Higher Education Institutions in ensuring pre-service training and continuing professional development are addresses appropriately”.

#### **10.1.2 Sex Education Curriculum Advice**

To assist schools and following national consultation, *'Health Education 5 - 14 National Guidelines'* were issued by the Scottish Executive together with *'5 - 14 National Guidelines - Health and Education Guide for Teachers and Managers'*. The 'Health Education for Living Project' in 1995 made detailed national advice on sex education available to all Scottish schools. More recently, in response to

McCabe, a Summary of National Advice has been issued that details the extensive national advice available from all sources. A new circular based on Section 56 of Standards in Scotland's Schools etc. Act 2000, and giving guidance on the conduct of sex education, has been issued to all Directors of Education.

The new Guidelines have repositioned Health Education to a free-standing element within the 5-14 curriculum. This is intended to strengthen the existing links between Sex Education and Personal and Social Education (PSE) and Religious and Moral Education (RME). Sex Education is now embedded in a curriculum that emphasises good health, personal responsibility and positive relationships.

In the case of Catholic schools the Catholic Church has issued its own advice in the area of relationships, including sex education. This is used as the basis of ITE in health education at the University of Glasgow.

### **10.1.3 Parents and Carers**

The Scottish Executive have placed considerable emphasis on good practice models of informing and consulting parents and carers closely on key aspects of the curriculum, particularly on sensitive and potentially controversial areas such as sex education. The right of parents to withdraw their children from sex education lessons has been emphasised. School consultations are expected to be sensitive to the wide variety of cultural and religious views that parents and carers may hold. Two important documents detailing guidance in this area have been issued by the Scottish Executive - *'Guidance for Schools and Local Authorities on Effective Consultation with Parents and Carers'* and *'Sex Education in Scottish Schools - A Guide for Parents and Carers'*.

### **10.1.4 Final Report of the School Drug Safety Team**

The Final Report of the School Drug Safety Team, chaired by Ken Corsar, reported to Ministers in October 2000 and was published in January 2001. The report addressed the following:

- guidelines for the management of incidents of drug misuse in schools;
- effective drug education in schools, considering the role of schools, previous experience of drug education, curriculum, principles of drug education and barriers to effective drug education in schools;
- teacher education and multi-agency training, specifically looking at ITE, CPD and multi-agency training; and
- a statement of best practice and procedures for its dissemination.

The report made thirty-five recommendations, of which the following relate to ITE:

- ITE should continue to develop health education and drug education to maximise the opportunities for student teachers to develop understanding and competences in this area;
- The Scottish Executive should include a core competence in drug education for all teachers in the Standard for Full Registration, and establish further

more demanding optional competences in the Expert Teacher Standard within the emerging national framework for CPD;

- The Scottish Executive and Education Authorities should pay due regard to on-going training needs in the primary sector once the Scotland Against Drugs (SAD) Primary School Initiative has completed its initial round of training in March 2001; and
- The Scottish Executive and Education Authorities should develop or commission a staff training model similar to the SAD Primary School Initiative for drug education which takes account of the range of needs in secondary schools.

In addition, in recognition of its importance, the report made recommendations on multi-agency training, specifically that:

- consideration be given to the role of a national staff development agency to support multi-agency training at national and local level in which the Drugs Awareness team would have a leading role in developing the local multi-agency training strategy; and
- in all aspects of training there should be an opportunity for multi-agency training / participation.

### **10.1.5 Drugs Education Curriculum**

In Scotland, the curriculum for drugs education, like that of sex education, is not prescribed by statute but stated in National Guidelines developed through wide consultation. Education Authorities and school managers are responsible for delivering the curriculum. The Scottish Executive provides national advice that seeks to ensure that due emphasis is placed on health education in general within the curriculum.

The changes to the 5-14 National Guidelines mentioned above in the context of sex education also apply to drugs education, placing it alongside related areas of PSD and RME. Although drug education is clearly embedded in the 5 - 14 curriculum, there is no consistent framework for continuing drug education at stages S3 - S6 in all Scottish schools. This is a lack highlighted by the School Drug Safety Team, together with advice that more flexibility should be permitted within the curriculum to focus on concerns of most relevance to young people in particular localities. This local relevance could be reflected by the ITE in the different areas.

## **10.2 Operational Practice - Results of Consultations**

### **10.2.1 Overcrowded Curriculum**

Whilst all consultees agreed that there could be benefits from greater time devoted to health education and health promotion, it was recognised that this could only be achieved by a reduction in other areas of what is already a very congested curriculum. The pressure was felt to be greatest in the PGCE programmes, particularly in PGCE Primary programmes.

Recognition was given by those consulted to the importance of adopting an holistic approach to health education rather than treating it as a stand-alone subject comprising a number of discrete topics. The need for health education to underpin a number of other areas of the curriculum and to link closely with RME and PSD was a recurring theme throughout the consultations.

Consultations also established that there is a wide range of reference documents, guidelines and materials available to support health education, and that these are generally regarded as useful.

### **10.2.2 Teacher Confidence and Self-Esteem**

The consultations, particularly with trade unions and HMI Schools Inspectorate, emphasised the importance of teacher confidence in the effective teaching of sex and drugs education. The role of the TEIs in preparing teachers not just for the curricular content of the lessons, but to impart confidence in discussion of highly personal, sensitive and possibly contentious issues was a recurring theme of consultations.

Some TEIs stated that health education was an area in which many students professed a lack of confidence. The students were seeking high levels of support both from the TEIs and from experienced professionals within their school placements to assist in preparation for teaching, particularly of sex education.

This view was independently supported by students, particularly those studying BEd Primary, some of whom professed to feeling uncomfortable with the expectation that they were adequately prepared to teach sex education.

### **10.2.3 The Roles of Other Professionals**

The importance of involving a wide range of appropriate external agencies in the teaching of health education, and particularly of drugs education, has been emphasised in the Final Report of the School Drug Safety Team. Consultations found that this view was universally supported.

TEIs recognise the importance of involving other relevant professional agencies in preparing teachers for health education and a variety of materials produced by other agencies are used, as indeed are external guest speakers.

### **10.2.4 Working with Parents and Carers**

The importance of working with parents and carers in health education was a widely recurring topic. There were differing views on the preparedness of newly qualified teachers to work with parents. Anecdotal evidence was given that some student teachers were reluctant to take part in out-of-class activities involving parents and carers, and some schools were reluctant to involve ITE students in out-of-class activities involving parents and carers. Suggestions that some degree of experience of communicating with parents and carers should be a required element of school placement experience were made during consultation. Again, the aim of achieving greater consistency and predictability in student experience may militate against exclusive reliance on placements to provide experience of such contact.

### **10.2.5 Common Elements of Health Education in ITE and Assessment**

Little of the health education content of ITE is compulsory for students - individual students choose in the main whether to study elements of health education within electives. While not necessarily desirable, this was recognised as being a practical way to accommodate an overflowing syllabus.

Common health education elements differ between the various ITE programmes. Suggestions were made that there should be a standard or core component of health education within all ITE programmes, but the practical difficulty remains that such treatment could equally convincingly be argued for ICT, SEN and several other issue areas and in aggregate, if adopted, would render an already overcrowded PGCE syllabus undeliverable. A mapping is required of core and elective courses or modules on health education within particular ITE programmes and career-long CPD, related to the Benchmark competencies, as part of a holistic view of the place of ITE in career professional development within stage 2 of this review.

Spreading health education issues into at least the probationary year would postpone a 'full' development of understanding and competences. Concerns with this are that:

- the probationary year is perceived to focus on developing classroom skills and translating theory into practice. There is much for the probationary teacher to learn without requiring additional TEI-based studies;
- an effective extension of the qualification timespan may make the profession of teaching less attractive to potential recruits;
- the introduction of additional accredited learning during the probationary year requires a framework of accreditation to be developed. This requires that examining and awarding bodies be identified and programmes of study be developed and agreed. This has financial implications that can not be overlooked; and
- any introduction of probationary qualifications in health education could create a precedent for the assessment and accreditation of other subjects in the probationary year that are currently covered only as a core in ITE with elective studies for further development in these areas (e.g. ICT, SEN). This would fundamentally change the nature of ITE, most markedly in the PGCEs.

### **10.2.6 Link to CPD**

The theme of links between ITE and CPD was raised by many during consultation. Links to CPD were seen as particularly important for curriculum content in respect of drugs and sex education as these are areas where there has been much recent media focus following legislative changes. The importance of developing class teacher skills in health education beyond ITE was widely recognised. In general, mapping of the specific competences which would be developed in ITE, in the probationary year and in core and elective CPD was seen as essential in carrying through the principle (in McCrone and elsewhere) that the professionalisation of teachers for current circumstances requires a whole-career approach to competency development. Within this there was support for the separate recognition and certification of specialisms in PSD and health education.

### 10.2.7 Holistic Approach

There was widespread acceptance of the need to promote health education in an holistic way rather than as a series of discrete topics. All TEIs profess to adopt a holistic approach to the teaching of health education.

### 10.2.8 Health-Promoting Schools

The concept of health-promoting schools was considered during consultations. There was widespread support for emphasising the importance of health and well-being in ITE as an integrating thread running through all areas of the syllabus and across all schools.

## 10.3 Issues

### 10.3.1 Overcrowded Curriculum

The single biggest issue in preparing teachers to teach health education in ITE is the overcrowded curriculum, particularly in PGCE Primary programmes. While there is an acceptance that additional curricular study in the area of health education may be desirable, there is no scope in the current syllabus and timescales for the introduction of additional material without displacing other parts of the syllabus or fundamentally changing the nature and timescales of the programmes.

### 10.3.2 Teacher Confidence

Teacher confidence is a key issue in the successful teaching of health education, and particularly sex education.

## 10.4 Recommendations

### 10.4.1 Placement Experience

**It is recommended that development of the partnership agreements which is proposed elsewhere addresses the roles and responsibilities of the TEI, the school, the supervising teacher and the student with regard to placement experience in the field of health education, particularly in the areas of sex and drugs.**

**It is recommended that the curricular content of the placement experience be reviewed as part of a wider stage 2 review of the ITE curriculum.**

### 10.4.2 Link to CPD and Development Mapping

As with several other curricular topics considered, the further development of skills in health education by the newly qualified and registered teacher - through structured CPD - should be encouraged.

**It is recommended that the Ministerial Committee for CPD considers a 'mapping' of the development of core competences and skills (including those in health education) across ITE, the probationary year and CPD.**

## 11. REMIT 3 - FUNDAMENTAL ISSUES FOR 'STAGE 2' REVIEW OF ITE

The remit for this review required the consultants to "prepare the ground for the second stage of the review ...(which) ... will mean identifying the priorities and areas for concern and considering what structural and strategic changes should be made". It is intended that there should be a wider 'National Debate' on education later this year, which will help set the context for that further review of ITE by clarifying such central issues as the role of the school in future, and what society expects of its teachers. The Debate will be crucial in scoping the contents and timing and it may be that the inter-relationship of the many issues will make a phased review process appropriate. The current recommendations address the remit for this consultancy but do not prejudge the shape of any continuing review of ITE.

Implicit in this report are some of the fundamental issues for ITE in Scotland which we have identified from our consultations and other work so far, and these are described in this section, together with recommendations for subsequent consideration within stage 2 of this review. We have grouped the key issues for coherence.

### 11.1 Review of Future Options for ITE Programmes

The greatest concern of stakeholders is that the current fundamental pattern of ITE programmes may not be adequate for future needs. Common to all the substantive areas of ITE programmes which we were asked to review was pressure to add new elements to an already overcrowded curriculum in response to growing complexity in the teaching environment, mediated through revised standards for teacher competences. The issues addressed by 'A Teaching Profession for the 21<sup>st</sup> Century' are important, but are not the only drivers for curricular change in ITE. In each individual area - ICT, Classroom Behaviour, Health Education or SEN - a pressing case could be made to expand on issue-areas or incorporate new skills and learning. Justified sector-by-sector, such expansion would, in aggregate, render the ITE curriculum undeliverable to acceptable quality standards within the time available. This concern was particularly marked in relation to the one-year Postgraduate Certificate in Education (PGCE) which in Scotland provides just 18 weeks of TEI-based study<sup>75</sup>.

#### 11.1.1 The ITE Curriculum in Career Context

**There is now a pressing need to consider the ways in which the ITE curriculum, especially in post-graduate programmes, can focus more on equipping student teachers with skills and competences for life-long-learning – ‘learning how to learn’ - rather than proximate skills and knowledge which will become redundant.**

In this, the pattern of professional development for teachers will simply mirror that of other professions which have moved from an earlier concern with training in

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<sup>75</sup> ...though this is marginally more than the time allowed for such study in England and Wales.

techniques or present knowledge to a holistic view of early professional development, linked to career planning<sup>76</sup>.

**We consider that, as a matter of priority, a rigorous and comprehensive review is now required of the curriculum in ITE, founded on the forthcoming Standard for ITE in Scotland and fitting the wider view of teacher career development (including Chartered Teacher status and the Qualification for Headteachers) and the model of the 'reflective practitioner' implicit in recent Ministerial initiatives.** This should result in revised guidance on the aims and content of ITE programmes in Scotland to replace the 1998 SOEID Guidelines. The new curriculum will necessarily continue some core elements - school subject curricula and a 'survival toolkit' of core pedagogic skills and understanding - but should map a holistic view of teacher professional development over a typical career in which ITE constitutes the earliest and 'threshold' element.

### **11.1.2 Options for Effective Learning**

**Following logically from that should be a review of options for the implementation of that revised curriculum.** The Agreement in 'A Teaching Profession for the 21<sup>st</sup> Century' creates both drivers for curricular change and opportunities for its implementation. An options appraisal for the patterns of ITE programmes in future should, of course<sup>77</sup>, include the present forms as identified in 3.2 above, but should also consider an extended postgraduate programme building on the provisions for 30% of student time in the new induction year to be devoted to CPD, and the general requirements for CPD for serving teachers. Our present vision is of at least one additional option which constitutes essentially a linked two-year postgraduate programme (whether for a diploma or other qualification) which will be largely TEI-based in year one and largely school-based in year two, using the more effective partnerships for ITE which we envisage.

**The review of options for ITE programmes should not be restricted to structural matters, but should incorporating new styles of learning as appropriate.** There are new and effective learning models in computer-supported learning (including digital outreach) and in problem-based learning which, though their resource costs typically vary, should be thoroughly considered for incorporation, where appropriate, into specific courses in ITE. In particular, such an enriched and extended postgraduate ITE programme should specifically incorporate mentoring on individual student teacher learning and teaching styles - building on a better-specified school and TEI partnership - so that new professionals can start their careers with a clear personal 'roadmap' of their future development needs<sup>78</sup>. Best

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<sup>76</sup> A particularly instructive earlier example of this process of developing a reflective curriculum for a profession, based on sound educational research, is 'Tomorrow's Doctors: Recommendations on Undergraduate Education' (General Medical Council, December 1993). See the University of Glasgow's implementation - stated *inter alia* in 'Educating Tomorrow's Doctors' (University of Glasgow Faculty of Medicine 1995).

<sup>77</sup> The *status quo* should always be included in options appraisal, even if no longer viable, as a base case or benchmark - this is advised *inter alia* in the Treasury Green Book 'Options Appraisal in Central Government'.

<sup>78</sup> In current terms this might map the development of new teachers over the 'PGCE year' - focused on an essential knowledge of curriculae, survival toolkit and a core professional 'vision' of teaching - the probationary year - focused on application of principles, reflection, style mentoring and identification of further development needs - and CPD thereafter to remedy weaknesses, pursue interests and specialisms and update skills and knowledge.

practice in styles and modes of learning need to be considered in an ITE options appraisal, in full consultation with all significant stakeholders in teacher education.

### **11.1.3 "Recent and Relevant Experience"**

There is a concerning lack of congruence in sector perceptions of the salience of this issue, identified in the McCrone Report, and on potential remedies, which could both usefully be addressed within a less time-constrained consideration of 'best practice' in implementing a new ITE curriculum.

The model of secondments into TEIs by serving senior classroom teachers - 'Teacher Fellows' - is considered by some respondents in this stage of the review to be a potentially effective solution to the requirement, agreed by all, that immediate and highly relevant practitioner experience<sup>79</sup> should be brought into ITE courses, and we also recommend an extension of this approach in this report. Such secondments would be variable in duration to suit particular programmes and probably 'benchmarked' on the requirements for Chartered Teacher status. They would deepen partnership involvement in joint tutoring and assessment of new teachers and would bring practising teacher supervisors into the TEIs to allow student teachers to reflect on how TEI course issues inform and help actual classroom teaching.

**The second stage review of ITE should monitor and report on the progress made in implementing our recommendation (at 6.4.3.) that consideration be given to extending the practice of secondments into ITE programmes of senior serving teachers, and linking this to CPD requirements for Chartered Teachers.**

**The review we suggest of 'best practice' in styles and modes of learning should specifically incorporate research and review to clarify this disputed issue of how best to articulate ITE course content with changing classroom experience.**

Consultations have suggested that those TEI staff members who have recently moved from the formerly autonomous Colleges of Education typically face difficulties in adapting to university research culture. It has been argued that many would have difficulty in maintaining, let alone developing, current levels of research activity if new demands were placed on them to undertake regular periods as a classroom teacher. **As part of this aspect of the review it would be useful to clarify the disputed factual issue of whether TEI staff are already 'under-promoted' in comparison to staff in other subject areas by a review of comparative grading distributions.** If there is evidence to support the assertion of 'under-promotion', it may be taken as reinforcing the view of those who believe that TEI staff should not be further diverted from research and publication by such a requirement.

## **11.2 Teacher Development Partnerships**

This is a long-standing and fundamental concern which can only be partly addressed within the parameters of 'stage 1'. 'A Teaching Profession for the 21st Century' requires, for its success, that partnerships in ITE become more universally effective. We have proposed the development of Teacher Development Partnerships (TDPs incorporating best practice on SLAs) which would identify roles and responsibilities of the three interests - TEI Education Authority and schools - and set 'floor' standards

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<sup>79</sup> For example, in ICT or SEN.

for contributions to ITE. Fundamentally, these partnerships need to incorporate greater consistency and assist the stakeholders to reflect on, and incorporate, best practice.

We recommended from stage 1 that SEED should lead the development of TDPs, concentrating for session 2001/02 on improving the arrangements for placements and for the allocation of students in the training year.

**We recommend that consultancy support should be given in stage 2 to reviewing progress in the establishment of these partnerships across Scotland and assisting in completing the task of compiling guidance on core elements of teacher development partnerships.**

**We recommend that the guidance to be developed on TDPs should incorporate the 'best practice' lessons of partnership implementation across the public sector from the wider advisory literature on partnerships.**

### **11.2.1 Placements**

Again, placements are unacceptably variable in quality and are difficult for TEIs to manage and quality assure whilst they remain voluntary. Expectation and role descriptions for partner inputs in placements should be core features of the TDPs. In considering the priority recommendation - a comprehensive review of the ITE curriculum and a subsequent options appraisal of effective implementation forms for ITE programmes - it will be useful to identify those elements of teacher competences which are best addressed in ITE by activities other than placements, which at present cannot guarantee adequate experience in ICT and SEN.

**The consultancy support to partnership development in stage 2 of this review should specifically incorporate review of emerging best practice in placements, including advice on which elements of early teacher development should be addressed through a more consistent placement experience and which through other activities.**

### **11.2.2 Mapping Recruitment, Placement and Appointments**

During our work in stage 1 we have become conscious that there is no overall and easily-accessible understanding of the patterns of recruitment of students to TEIs as a whole, or of the patterns of placements or appointments. Some of the necessary information to construct this is held by different agencies, such as individual TEIs and Education Authorities, and the arrangements currently being considered for the 'training year' should mean that information on this particular element can be readily sourced. The 'footprints' for these three factors will overlap and there will, of course, be effects which are subject-specific.

**We recommend that stage 2 of this review should develop a comprehensive 'mapping' of student teacher recruitment, placement and first appointment by TEI.**

**This could be extended, if the Minister so wishes, to a consideration of the most efficient locational pattern of future provision of ITE programmes in Scotland.**

### **11.2.3 Assessment and Reporting**

The TEIs are currently developing Professional Profiling of the achievements of student teachers in relation to the “Expected Features” of the Benchmarks. This national referencing will be an essential aspect of the work of TEIs, and provides an essential professional link to schools and Education Authorities within partnerships.

**The consultancy support to partnership development in stage 2 of this review should specifically incorporate review of emerging best practice in assessment and reporting in ITE.**

**Review of partnership roles in assessment should include consideration of appropriate roles and responsibilities in assessment, should the Training Year be more closely integrated with TEI-based ITE programmes.**

### **11.3 Finance of ITE Programmes**

Though a sensitive matter, given the current SHEFC review of Main Teaching Grant, **funding of existing and potential options for ITE programmes will be an essential consideration within any 'stage 2' options appraisal of efficient and effective patterns of ITE for the future.**

**It would be helpful in particular to address the issue of the comparative financial treatment of the 'Concurrent Degree' model, which some consultees believed to be inequitable.**

The deepening of partnership working in ITE which is envisaged will itself raise new financial issues and in particular will increase the costs of partnerships. **Stage 2 could usefully incorporate a review of the support which Education Authorities give to schools which are active in offering placements, and develop 'best practice' advice.**

### **11.4 Strategic Oversight and Direction**

**There is evidently a long-standing lack of clarity at the boundaries of the responsibilities of the many partner agencies in ITE. Overall governance of ITE could usefully be considered to ensure that there are no unnecessary duplications or impediments to policy modernisation in future.**

## **12. SUMMARY OF RECOMMENDATIONS**

This section presents the recommendations of this review in the two categories required by the consultancy remit: substantive recommendations for immediate consideration, and recommendations on the scope and shape of a 'stage 2' review of ITE. Each recommendation is referenced back to the relevant section of this report.

### **12.1 Substantive Recommendations**

#### **12.1.1 Process Maps**

It is recommended that the process maps which were produced to address the remit of this stage of the review of ITE are made available on an appropriate web-site and updated periodically as a continuing resource for researchers and policy makers in ITE. Consideration should also be given to appropriate access by intending students to the process maps and associated materials, including current course descriptors, advice and policy statements. (3.3).

#### **12.1.2 Partnerships**

A common framework for establishing partnership agreements should be introduced to place the arrangements on a more formal and consistent basis across Scotland. Such a framework should be flexible enough to incorporate existing local good practice and in particular should be framed in terms which are not onerous to those TEIs and Education Authorities which already work well in this respect. (4.4.1.)

Those elements of a wider partnership framework which specifically address placements and forward resource planning should be agreed by January 2002, with the overall partnership framework agreed and in place for the start of the Session 2002/03. (4.4.1.)

The formal agreements, or Teacher Development Partnerships, should take the form of service level agreements between the parties. The TDP would clearly articulate the roles and responsibilities of each party to the agreement, expected service delivery methods and outcomes. (4.4.1.)

SEED should take lead responsibility in drafting a framework TDP agreement, but involve the other major stakeholders closely in doing so. (4.4.1.)

The parties to each TDP should be:

- Education Authorities;
- TEIs;
- schools;
- teaching staff (as a body, not as individuals); and
- students (as a body, not as individuals). (4.4.1.)

The model TDP should incorporate the advice on roles and responsibilities of the parties provided by the earlier GTCS Working Group on Partnership in Initial Teacher Education. (4.4.2.)

SEED should consider, with the full involvement of the partners in ITE, their respective roles in implementing a model of best practice in ITE partnership across Scotland. (4.4.2.)

### **12.1.3 Placements**

Formal arrangements to introduce greater consistency of organisation of school placements, and to raise the threshold standards, should be introduced as a matter of some urgency within our earlier proposal for the development of a framework for partnerships, led by SEED. (5.4.1.)

Such formal arrangements should take the form of a service level agreement between the interested parties, which are:

- Education Authorities;
- TEIs;
- schools;
- teachers (individually for those involved in the placement activities); and
- students (individually). (5.4.1.)

The contents of a 'model' TDP should include:

- responsibility to guarantee placement volumes;
- responsibility to guarantee placement periods;
- responsibility to guarantee placement quality, as defined by -
- level of support from qualified teachers;
- level of support by TEI staff;
- level of input by student to activities outside of the classroom;
- level of exposure of the student to particular curriculum areas during the placement;
- curricular expectations and areas of professional practice; and
- assessment process, roles and responsibilities. (5.4.1.)

TEIs should work with their partner schools to define respective roles and responsibilities for placement induction. (5.4.1.)

The placement identification and management elements of TDPs, and arrangements for allocating 'training year' teachers, should be agreed by January 2002. (5.4.1.)

Assessment processes for students on placement should be considered in the light of the national profile of professional experience which is currently being introduced throughout Scotland and will take effect from June 2002. (5.4.2.)

In order to assist schools in achieving consistency of assessment of student teachers across TEIs, STEC should be invited to develop a matrix to show how the various TEI assessment scales - benchmarked on the pass/fail point in each case – map on to each other. (5.4.2.)

Clear, unambiguous and timeous guidance should be issued to all schools, TEI staff and students on the processes of assessment. Training for supervising teaching staff in schools should be made available by the TEI within a CPD framework to ensure consistency of application of the process. As indicated previously, attention should be given to develop this aspect of professional activity within the framework of the recommended TDP. (5.4.2.)

#### **12.1.4 Experience of TEI Staff**

Current good practice in secondments and classroom-based research should be encouraged and extended where possible. (6.4.1.)

CPD courses and self-directed learning for TEI staff should be focused on the changing competency requirements for student teachers. (6.4.2.)

SEED should give active consideration, with other stakeholders, to the scope and best means of achieving an extension of serving teacher inputs into ITE through secondments, linked to emerging competences and CPD requirements for Chartered Teachers, and should implement such an extension as appropriate. (6.4.3.)

#### **12.1.5 Information and Communications Technology**

Consideration should be given to the extension of the successful ‘computers for teachers’ programme of supported purchase to student teachers who are undertaking an approved ITE course, to support their familiarisation with personal computer usage. (7.4.1.)

The Minister should write to TEIs asking them, wherever possible at this stage, to shift the balance of ICT consideration in their ITE programmes away from generic skills development and discussion and more exclusively towards the consideration of the professional and pedagogic implications of ICT and the likely impacts on the future roles of the teacher of emerging models of digital learning environments. (7.4.1.)

*(The following recommendations are made within this review but phased for implementation from session 2002-03 to allow the essential time for planning and introduction.)*

A less prescriptive statement of teacher competence and programme requirement in the area of ICT should be developed which would facilitate continual review and updating of ITE programmes to reflect the change elements identified here. (7.4.2.)

There should be a shift of focus in all TEIs away from concern with students’ generic ICT skills and towards appropriate ICT resource selection, best practice in implementing ICT approaches in school education and the understanding of digital learning environments and their likely impacts on teachers’ professional roles and required skills. (7.4.2.)

There should be an entry requirement or, failing which, an early-programme assessment that students can demonstrate core ICT skills and understanding to an appropriate (we would suggest ‘European Union Driving Licence’) standard, with remediation where appropriate through self-directed study or corporate support. The objective should be to clear basic ICT skills and generic issues from the ITE curriculum to facilitate a clearer focus on professional issues. (7.4.2.)

All student teachers should be exposed to best practice in the rapidly-evolving application of ICT to school education by visits to appropriate demonstration sites and by the incorporation of sessions on the practical application of learning environments from competent practitioners, and that the adequacy of ICT use in a school is given greater weight in deciding on placements. (7.4.2.)

Guidance on ICT-related competences and the linked framework for future collaborative review of TEIs should be reviewed to encourage TEIs to revise the treatment of ICT – as an issue area, set of competences and practical working environment for student teachers – in ITE programmes as part of their annual review and programme planning cycle. (7.4.2.)

#### **12.1.6 Behaviour Management**

A forum for the identification and disseminate of good practice in behavioural management in schools should be established, including TEI and Education Authority staff, senior teachers, advisors and policy makers in its membership. (8.4.1.)

TEIs should assimilate specific examples of, and advice on, ‘best practice’ in behaviour management in schools into appropriate courses, where that does not already happen. (8.4.2.)

TEIs should set their treatment of behaviour management in ITE in the context of ongoing teacher development, so that students understand that the ITE ‘survival pack’ is merely the start of life-long learning in this as in other areas. (8.4.3.)

TEIs should work with their partner schools to define respective roles and responsibilities for placement induction, which is particularly significant for behaviour management. This links with our recommendations for partnerships and placements in sections 4 and 5. (8.4.4.)

Within this, placement induction packs containing information on school behavioural management and discipline policies should be prepared and made available to students in advance of the placement. (8.4.4.)

#### **12.1.7 Special Educational Needs**

Students should be provided by their overall ITE programmes with clear models of best practice in collaborative approaches which can benefit children with SEN, and which can support classroom teachers in a better understanding of their own role. (9.4.1.)

TEIs should offer to all students short visits to appropriate learning environments where addressing SEN is a significant consideration. This exposure to SEN issues and environments should be in addition to that which may be found in ITE placements and elective studies of SEN. (9.4.1.)

### **12.1.8 Health Education**

Development of the partnership agreements should *inter alia* address the roles and responsibilities of the TEI, the school, the supervising teacher and the student with regard to placement experience in the field of health education, particularly in the areas of sex and drugs. (10.4.1.)

The Ministerial Committee for CPD should consider a 'mapping' of the development of core competences and skills (including those in health education) across ITE, the probationary year and CPD. (10.4.2.)

## **12.2 Recommendations on Scope and Shape of Stage 2 Review**

### **12.2.1 Future Options for ITE Programmes**

Fundamental consideration should be given to the ways in which the ITE curriculum, especially in post-graduate programmes, can focus more on equipping student teachers with skills and competences for life-long-learning – 'learning how to learn' - rather than with proximate skills and knowledge which will become redundant. (11.1.1.)

Following logically from that should be a review of options for the implementation of that revised curriculum. (11.1.2.)

The review of options for ITE programmes should not be restricted to structural matters, but should incorporate new styles of learning as appropriate. (11.1.2.)

The second stage review of ITE should monitor and report on the progress made in implementing our recommendation (at 6.4.3.) that consideration be given to extending the practice of secondments into ITE programmes of senior serving teachers, and linking this to CPD requirements for Chartered Teachers. (11.1.3.)

The review we suggest of 'best practice' in styles and modes of learning should specifically incorporate research and review to clarify the disputed issue of how best to articulate ITE course content with changing classroom experience. (11.1.3.)

The curricular content of the placement experience in respect *inter alia* of health education should be reviewed as part of a wider stage 2 review of the ITE curriculum. (10.4.1.)

### **12.2.2 Teacher Development Partnerships**

Consultancy support should be given in stage 2 to reviewing progress in the establishment of these partnerships across Scotland and assisting in completing the task of compiling guidance on core elements of teacher development partnerships. (11.2.)

This guidance on TDPs should incorporate the 'best practice' lessons of partnership implementation across the public sector from the wider advisory literature on partnerships. (11.2.)

The consultancy support in stage 2 of this review should specifically incorporate a review of emerging best practice in assessment and reporting in ITE. (11.2.3.)

Review of partnership roles in assessment should include consideration of appropriate roles and responsibilities in assessment, should the Training Year be more closely integrated with TEI-based ITE programmes. (11.2.3.)

The consultancy support to partnership development in stage 2 of this review should specifically incorporate empirical review of emerging best practice in placements, including advice on which elements of early teacher development should be addressed through a more consistent placement experience and which through other activities. (11.2.1.)

Stage 2 of this review should develop a comprehensive 'mapping' of student teacher recruitment, placement and first appointment by TEI. (11.2.2.)

This could be extended, if the Minister so wishes, to a consideration of the most efficient locational pattern for the future provision of ITE programmes in Scotland. (11.2.2.)

### **12.2.3 Funding of ITE**

Funding of existing and potential options for ITE programmes will be an essential consideration within any 'stage 2' options appraisal of efficient and effective patterns of ITE for the future. (11.3.)

It would be helpful in particular to address the issue of the comparative financial treatment of the 'Concurrent Degree' model. (11.3.)

Stage 2 should incorporate a review of the support which Education Authorities give to schools which are active in offering placements, and develop 'best practice' advice on how support might be given - perhaps better targeted - to those schools which provide student placements, and how placements might most effectively be planned and organised in future within TDPs. (5.4.3. and 11.3.)

### **12.2.4 Strategic Oversight and Direction**

Overall governance of ITE should be considered within 'stage 2' of this ITE review to ensure that there are no unnecessary duplications or impediments to policy modernisation in future, and recommendations made where appropriate to clarify agency responsibilities.

**13. APPENDIX 1 - LIST OF CONSULTEES**

Scottish Executive Education Department (SEED)	Robin McKendrick, Head of Unit Fergus Millan, Head of Unit Cynthia Peden, Head of Unit Moira Wilson, Head of Unit David Miller, Head of Unit Stuart Robertson, Head of Unit
Learning & Teaching Scotland	Jackie Galbraith John Dickie Andrew Craigie
Her Majesty's Inspectorate	Jim Dignan HMI Dr Wray Bodys HMCI
Scottish Teacher Education Committee	Presentation to Meeting on 8 <sup>th</sup> May with Deans or other senior representatives of all TEIs, GTC, SEED, HMI, SHEFC and ADES
Teacher Education Institutions	Prof Peter Cope (University of Stirling) and colleagues (Andrew Bruce and Susan Rodriguez) Prof B McGettrick (University of Glasgow) and colleagues C Macaslan (Aberdeen/Northern College) and colleagues Prof Ron Elder (Dundee/Northern College) and colleagues Prof G Kirk (University of Edinburgh) Prof AD Weir (University of Strathclyde) Ian Smith (University of Paisley)
Catholic Education Commission	Joseph Byrnes, Secretary Michael McGrath, Headteacher, Our Lady's High School, Cumbernauld
General Teaching Council	Matt McIver, Chief Executive Norma Ann Watson, Convenor Dr Valerie Hallam, Head of Accreditation and Review Aileen Purdon, Professional Officer Dr Myra Pearson, Head of Initial Teacher Education
Association of Directors of Education in Scotland	John Mulgrew, President

Convention of Scottish Local Authorities (COSLA)	Oonagh Aitken, Chief Executive
COSLA Education Network	Chairs of Education Committees and Senior Officers
Education Authorities	Glenn Rodger, Head of Pupil Support, City of Edinburgh Council Fiona McLeod, Head of Quality Services, City of Edinburgh Council and colleagues. Members of the Directorate, East Ayrshire Council
Teaching Unions	EIS : Tom Hamilton EIS: Norma Ann Watson EIS: Simon Macaulay HAS : George Haggarty SSTA: Mr Goring NASUWT : Derek Kennedy AHTS and PAT were also invited to attend but declined.
Schools	Tynecastle Secondary School Ms E May Mr M Doherty
Students	Moray House Adele Shaw - PGCE Secondary (Physics) Pamela Gupta - PGCE Secondary (Geography) Fiona McGibbon - PGCE Secondary (Geography) Julia Rowe - PGCE Secondary (French and German) Leanne Todd - PGCE Secondary (Mathematics) Debbie Wishart - PGCE Secondary (Art and Design) Gerry O'Fee - PGCE Secondary (English) Chris Mitchell - PGCE Secondary (English) Mark McKenna - BEd Primary (final year) Samantha Ball - BEd Primary (final year)

Thanks are given to all who contributed.

**14. APPENDIX 2 - 'WORD' TEXT VERSION OF WEB QUESTIONNAIRE**

(Please note that this text version of the web questionnaire does not show the graphic 'radio buttons' by which respondents were invited to record their assessment of the current treatment of the seven aspects in ITE in this review.)

**Invitation to Contribute to a Brief Review of Initial Teacher Education**

Deloitte & Touche has been appointed by the Scottish Executive to undertake a brief review of Initial Teacher Education (ITE). The consultants understand some of the complexities and sensitivities involved in ITE from previous work and public comment but would like to hear directly any comments and suggestions for achievable improvement in the seven review areas:

1. student placements by the Teacher Education Institutions (TEIs);
2. partnership agreements between TEIs, Local Education Authorities (Education Authorities) and schools;
3. ensuring that TEI Staff have regular classroom experience;
4. the application of Information and Communications Technology (ICT) in school teaching and learning;
5. classroom behaviour management;
6. special educational needs (SEN); and
7. health education.

The consultants undertake to consider all responses from interested parties carefully.

Please enter your comments and suggestions for improvement in the appropriate field against each of the review issues - or those you wish to address - and e-mail the completed questionnaire back to carolyn.low@deloitte.co.uk. The format is open to allow full scope for the expression of views. Please include a full reference or web address for any existing documents which you believe we should consider.

We undertake not to attribute views or comments wherever requested by respondents.

**Please enter your name:**

**Daytime 'phone number:**

**Which organisation (if any)  
do you represent?**

Enter any comments you wish to make on current arrangements for the placement of student teachers by Scottish TEIs in schools:

How could the process and/or the substance of such placements be improved?

Enter any comments you wish to make on current partnership agreements in ITE between Scottish TEIs, schools and Education Authorities:

How could such partnership agreements be improved?

Enter any comments you wish to make on the appropriateness of the classroom experience of Scottish TEI Staff:

How could the classroom experience of Scottish TEI staff be continually refreshed and improved?

Enter any comments you wish to make on how new teachers in Scotland are prepared for the application of ICT in school teaching and learning:

How could the competencies of new teachers in the application of ICT in school teaching and learning be improved?

Enter any comments you wish to make on the current preparation of new teachers in Scotland for classroom behaviour management:

How could the competencies of new teachers in classroom behaviour management be improved?

Enter any comments you wish to make on the preparation of new teachers in Scotland for work with pupils with special educational needs (SEN):

How could the competencies of new teachers to work with pupils with special educational needs (SEN) be improved?

Enter any comments you wish to make on the preparation of new teachers in Scotland to deal with appropriate issues in health education:

How could the competencies of new teachers in health education be improved?

Please use this field to record any further comment:

Thank you for your time and interest.

Douglas Wynn

Deloitte & Touche Project Manager

## **15. APPENDIX 3 - RESPONSES TO QUESTIONNAIRE**

The following section records *verbatim* the responses received from key stakeholders to our web-based questionnaire. No response is attributed, though all are reported to give a flavour of the range and depth of responses received. Deloitte & Touche is not responsible for the views expressed here, nor the terms in which they are expressed, except that this appendix has been spell-checked as part of the Report.

We would like to thank all respondents for their valuable contributions.

### **15.1 General Comments by Respondents**

- While this is a preliminary questionnaire on key issues, it concentrates on seven review areas apparently needing improvement (introductory paragraph) arising from the McCrone Report. It would be helpful if the consultants reviewed the substantive evidence to support the claims that these are areas of weakness across the board in all courses of Teacher Education.
- The aim of canvassing views in this form is generally commendable. Many colleagues have concerns about the basis in evidence for the topics chosen. Some suggest that the report has already been written. For it to have any kind of credibility it should present the range and flavour of response and not simply be a generalised summary. There is also considerable resentment that TE courses, which have to submit to three and four levels of scrutiny and which are completely and rigorously documented, should be casually vilified by unattributed comment.
- It's a pity you didn't ask anywhere what experience respondents have of teacher education, and what knowledge they have of ITE staff experience.
- The wording of this review paper was inexcusable in that it was negative and seemed to apportion blame to TEIs which was quite unwarranted and unsubstantiated. This raises questions about the effectiveness of existing SEED Guidelines and Approval procedures.
- You must not forget- if you wish to improve teacher education that children have to exercise their skills in a world where knowledge and wisdom are increasingly undervalued. Student teachers, especially in the primary school, need to understand and know more than they currently do.
- Comments all relate to limited experience of TEI rather than wide knowledge/experience of all Scottish TEIs.
- Issues of workload in schools Senior teachers often carry out the support role. When they become Chartered Teachers, who will adopt responsibility? Will it be a priority for that person, or just another in a long list of an AHT/DHs workload? Genuine concerns about school staff becoming involved in assessing student, particularly if little or no training is given, or opinions overruled by college staff.

- The review should, in the post-McCrone era, build on good practice and in particular the generally constructive relationship which has developed between TEIs and schools in recent years. The respondent also acknowledges the limited scope of the present review.
- There are serious concerns about the pressures on TEIs and their staff arising from the number of documents and guidelines and processes to which TEIs must pay regard in planning, implementing and evaluating ITE courses. These include Guidelines for ITE in Scotland, GTC Accreditation and Review, QAA Handbook for Academic Review supplemented by Handbook for Collaborative Review of ITE in Scotland and The Standard for ITE in Scotland: Benchmark Information.
- There are staffing, salary and workload issues in TEIs which cannot be overlooked.
- The specification in pre-service education of methodology and approaches to assessment is rightfully the responsibility of those who design and teach such courses. This is in accord with current practice at all levels within Scottish education and recognises the importance of issues of academic freedom.

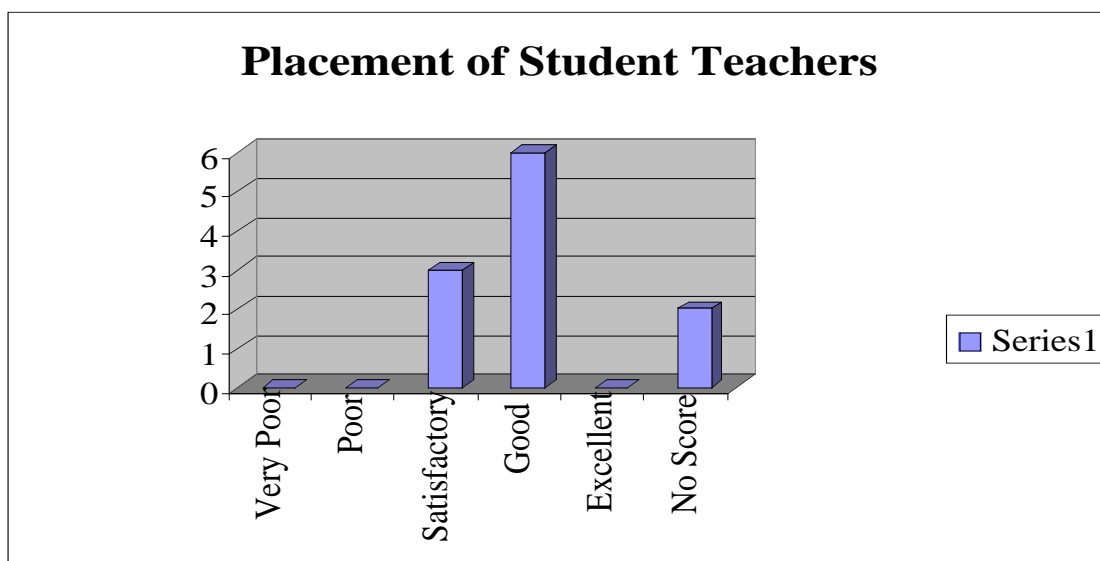
## 15.2 Placements in ITE

### 15.2.1 Overall Assessment and Ranking

**Table 1 – Ratings Achieved for Placement Arrangements**

<b>Rating</b>	<b>Result</b>
<b>Very Poor</b>	<b>0</b>
<b>Poor</b>	<b>0</b>
<b>Satisfactory</b>	<b>3</b>
<b>Good</b>	<b>6</b>
<b>Excellent</b>	<b>0</b>
<b>No Score</b>	<b>2</b>

**Figure 1 – Assessment of the Placement of Student Teachers**



### 15.2.2 Comments on Placements

- We have difficulties in obtaining sufficient numbers of placement schools within reasonable travel distances. However goodwill exists between this institution and those schools who offer placements
- Currently, schools decide on a year-by-year basis whether or not they will accept student teachers. Many of those school that do accept students dictate which year group(s) they are willing to take e.g. only 4th Year - no 1st Years.
- Some schools are used more than others; the cost of placement is an element which cannot be simply ignored in the pursuit of ideal quality; the level and quality of school support is constantly being improved.
- Problems in ensuring enough placements available especially with increasing numbers of students needing trained given McCrone and the age stricture of the profession.
- Variations in placement experience are inevitable since each classroom and school is unique and its clear that students' experiences of placement vary significantly in many ways.
- Absence of student supervision in teachers' new contracts could make for problems.
- Pressure on schools in relation to meeting targets means student placements may have lower priority.
- Opportunities for negotiating placement practices and briefing teachers to help ensure similarity of experience for students relies on schools goodwill in and cover for releasing staff
- It is not appropriate to rate the arrangements out of context. There is tremendous professional goodwill employed to ensure student teachers get

appropriate placements. In this sense the arrangements are very good to excellent. However this system results in schools and school departments being able, on their own terms, to prioritise student placements out of their remit sometimes on a short term basis and sometimes over a protracted period of time. HEIs have little to no control over this and it can lead to difficulties, particularly in some subject areas such as Secondary school English, Business Studies and Economics, of securing suitable placements. A second issue is that of placement programmes. Many of those schools which regularly take five or more secondary student teachers have well developed Wider Aspects of School Experience programmes. For schools which only take students in small numbers and perhaps sporadically such programmes are less likely to be established (which is not to say that they are not provided). Once more the HEI can only encourage and support such provision it has little power to insist and regulate. The issue of goodwill leading to choice to be involved or not (from the school perspective) is again central. Schools should have an entitlement and a responsibility to be involved in ITE. Since it is better for secondary students to be in schools in groups of about 5 or 6 at least this should mean a rolling programme involving all schools.

- There is too much central government driven emphasis on the duration rather than the quality of the placement- frequently the school experience is fragmented as a result of these initiatives which are predicated on novelty rather than effectiveness or efficiency.
- Placement works well. Students on the one year PGCE Secondary programme visit 3 schools in one year in order to achieve a balance and breadth of experience. Link Tutors work with school Regents on generic aspects of education.
- As well as the identification of Benchmark standards guidance as to the extent of responsibility students are expected to undertake in schools could be helpful. At present there is a significant variation in expectation across TEI.
- Experience limited, although University of Strathclyde, Jordanhill Campus have reviewed/improved arrangements in last 2-3 years. Some difficulty still exists for BEd 1/2 placements, schools favour BEd 3/4 students
- Uncertain about the criteria adopted by TEIs for placing specific students in specific schools. Schools/depts have the choice to opt in or not. Opting-in means a commitment to providing a good experience. Am aware that it is becoming increasingly difficult to find placements in some subjects. Students state that quality of placements varies a lot.
- Pressure on staff in TEIs which may prevent their having the necessary opportunities and time to build up relationships with, and knowledge of, all relevant schools or departments within their area, such pressure may result in staff in TEIs relying on limited information to identify appropriate placements.
- Failure by some schools to recognise that basic school staffing is intended to include provision for support for teacher education.

- Concerns within schools that they are put under pressure to accept students when there are strong temporary reasons for their not being able to do so (e.g. changes in staffing, building works).
- Placement of some students in what they perceive to be inappropriate or unsupportive environments.
- A continuing lack of clarity about the role of school staff in contributing to the assessment of student teachers.
- The relationship between pre-service education, including school placements, and the agreed proposals concerning the probationer year will need to be clarified and developed.

### **15.2.3 Improvements in Placements**

- Support from Education Authorities in requesting placements in more schools - this process is currently under discussion at Strathclyde University.
- Local Authorities should take the decision out of the hands of individual schools and insist that every school takes a share of students from every year group. Not only would this enable students to experience a wider variety of school settings, it would also help cut down on unnecessary travelling.
- There is a need for investment in the professional development of school staff in the area of student monitoring and support. The geographical spread of student placement could be databased and thus monitored to ensure that all authorities- and schools- play a sufficient role in the provision of school experience and that some do not benefit from the efforts of others.
- Make a formal part of teachers' and schools' responsibilities.
- The process could be improved by employers taking a more central and proactive role. They should have a clear policy on ITE and should be involved more in the day to day securing of suitable placements and the quality assurance of these. This will be essential when, next year, schools will be hosting 'trainee teachers' and indeed the question of how places will be found nationally for probation teachers needs urgent attention and is closely linked to the issue of student teacher placements. The support which school staff will be required to give 'trainee (probationer) teachers' highlights the need for ITE to be higher on the agenda for schools and employers.
- Make the undergrad a 5 year programme and PG a 2 year programme with the final year a cross between probation and student status. This would allow for a reduction in the fragmentary experience of students- one block per year with serial only as a preparation for the block.
- Guarantees of a minimum entitlement to support s a condition of accepting students. A more equitable system needed across the range of schools
- Through the identification clear expectations, increased collaboration across TEI and other stakeholders and the sharing of good practice.

- Additional concentration/focus to Education Authority's and schools in relation to BEd 1/2 placements
- Must not be imposed on schools Quality of placement needs standardised. Some Education Authorities are introducing a "base-line" of provision across all schools.

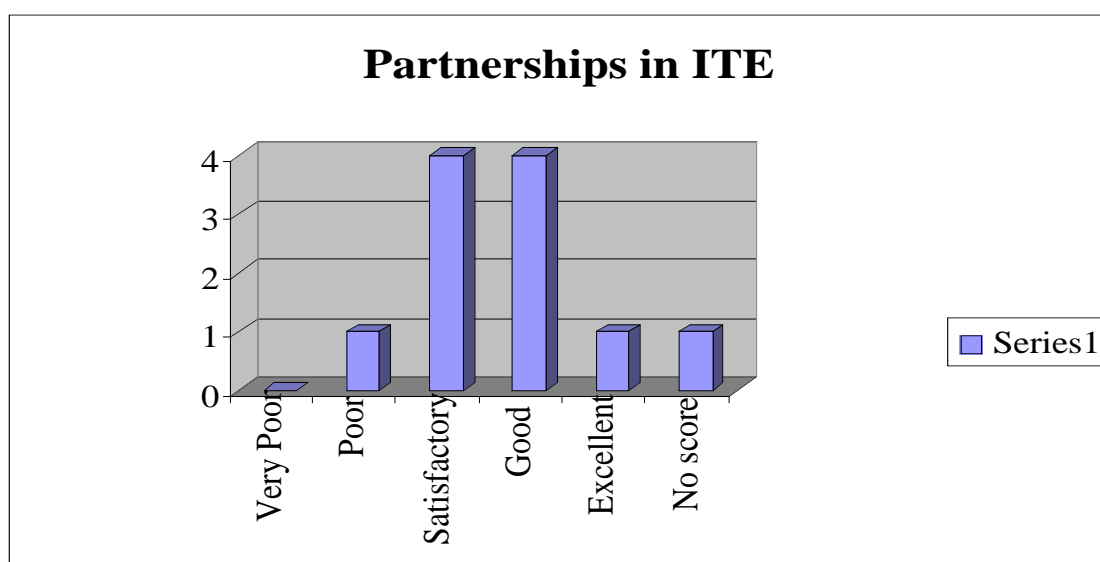
### 15.3 Partnerships in ITE

#### 15.3.1 Overall Assessment and Ranking of Partnerships

**Table 2 – Ratings Achieved for Partnership in ITE**

Rating	Result
Very Poor	0
Poor	1
Satisfactory	4
Good	4
Excellent	1
No Score	1

**Figure 2 – Assessment of Partnerships in ITE**



#### 15.3.2 Comments on Partnerships

- My personal opinion is that the arrangements need to become more formal given the need for quality assurance. Goodwill exists at present but there will need to be a formalisation and consistency in the roles/remits of school staff and University staff. Again this is under discussion at this institution.

- Partnership with LAs works well at many levels. The role of schools is substantial and growing
- many of the same issues noted above
- Partnership agreements work extremely well. They now need to go beyond 'goodwill' and become more firmly and securely developed. Better ways of involving teachers in ITE and the work of TEIs must be found (as in Medicine for example). TE is now part of the University sector in Scotland and this forces a rethink of how the profession wishes to 'own' or not its induction phase (ITE and Traineeship). Employers and the GTCS must come to some agreement with TEIs nationally. SEED could legislate for Partnership Days as part of every school's professional development.
- Schools frequently feel that they are not in a position to take students and TEIs struggle to place students- on many occasions they end up offering students inadequate placements because there aren't enough good departments/ schools. There is insufficient TEI staff to undertake all the demands now being made of them which cover everything from school placement visits to research.
- Teachers have a statutory duty to continue with the professional development of student teachers on placement. This cannot be enforced at present. A shortage of placements exist in certain subjects including Modern Languages and History.
- Partnership agreements need to exist at an operational level. Currently they appear to operate at a high level only.
- There is an awareness of the need to build existing partnership arrangements.
- Varies considerably from one TEI to another Normally good/satisfactory notification of students coming on placement. Inform of changes to course, especially where this relates to school placement. Schools made aware of what they can do to aid student experience. Sometime documentation regarding students is very late. At least one TEI holds partnership meetings with school on a termly basis. Schools are asked to submit items for agenda.
- There appears to be a difference in perception between the TEIs and the Education Authorities on certain aspects of these. It can be argued that, particularly in terms of 'A Teaching Profession for the 21st Century' and the need to fill 4000 additional teaching posts, the following points require consideration:
  - sharing of information about staffing levels and consequent necessary patterns of recruitment;
  - advertising and recruitment campaigns aimed at specific groups;
  - the development of partnership approaches to supporting probationers in their initial year of employment will need to be built on good practice and clarified and developed; and

- the development of partnership approaches in CPD for all teachers but in particular for the Chartered Teacher as the specification of this qualification will build on the initial competencies and the standard for full registration will need to be clarified and developed.

### **15.3.3 Improvements in Placements**

- Through discussion between partners but some national pressure may need to be brought to bear to ensure consistency of arrangements across the spectrum
- Further PD of school staff would be useful. This may be seen as an item of growing importance in the near future: until now it has had a fairly low priority.
- By developing more flexible models of TEI staffing- paying universities appropriately for the services. Recognising the value of university staff who work in Initial Teacher Education; by central funding support for on-going secondments; probably by having good teaching schools- it is impossible to have meaningful relationships with literally hundreds of schools
- Finance and resources made available for the training of teachers on Supervisory matters (assessment, support, etc)
- There should be a requirement for schools to participate unless there are clear reasons for not doing. There should be clear binding agreements as to the level of service. Both participating schools and TEI should be subject to the same levels of accountability.
- Earlier forwarding of documentation to schools. At least one TEI offers to work with schools on an individual basis to provide in-service for staff involved with students, e.g. on assessment

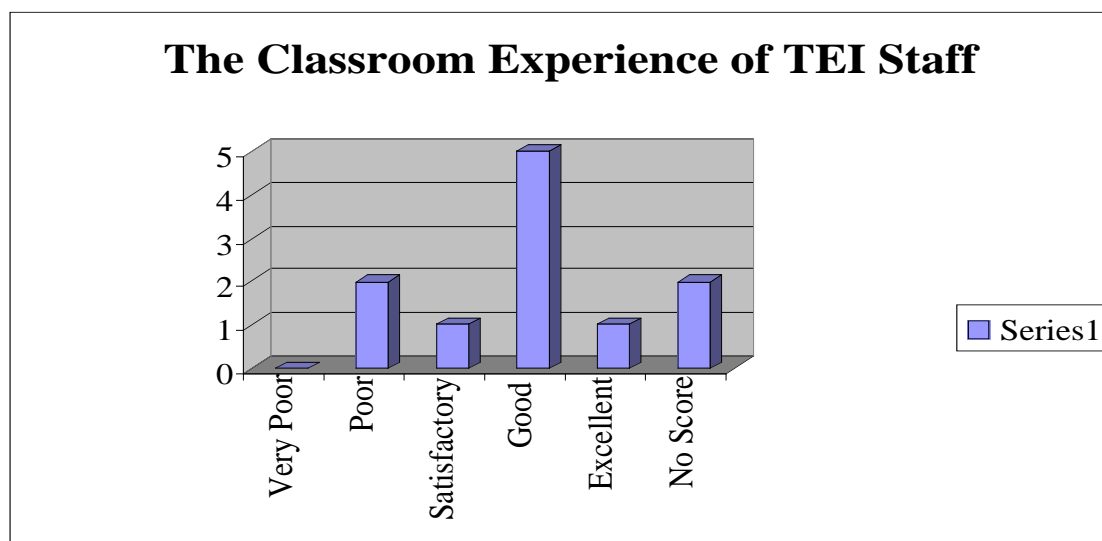
## **15.4 Classroom Experience of TEI Staff**

### **15.4.1 Overall Assessment and Ranking**

**Table 3 – Ratings for the Classroom experience of TEI staff**

<b>Rating</b>	<b>Result</b>
<b>Very Poor</b>	<b>0</b>
<b>Poor</b>	<b>2</b>
<b>Satisfactory</b>	<b>1</b>
<b>Good</b>	<b>5</b>
<b>Excellent</b>	<b>1</b>
<b>No Score</b>	<b>2</b>

**Figure 3 – Assessment of the Classroom Experience of TEI Staff**



#### 15.4.2 Comments on Classroom Experience

- Experience takes many forms. Most staff have considerable classroom experience and now have moved on to become consultants or providers of in-service. Those visiting students in schools have considerable contact with class teachers and managers throughout the years. The breadth of overview which they have of classroom practice in many schools and in different authorities provides a different perspective from that of a class teacher who may have taught in one school/area for many years
- It will always be difficult to have TEI staff with recent classroom experience that is also sufficient experience that will benefit students who will teach pupils with a wide range of ages and abilities in either the Primary or Secondary sector.
- The idea of appropriateness may be unpacked into recency and content relevance. The latter varies, as it must in any area of education. We should not be surprised if someone starts work in one area of knowledge and develops interests and expertise in others. The element of recency is more problematic as it is largely a function of the state of the sector as a whole. When the need for TE is expanding then there is an injection of staff with recent experience, through recruitment. When demand falters, then there is a much smaller influx of new staff and, at the same time, a reduction of the resource that might be spent on refreshment of the experience of existing staff. A further factor that must be mentioned is that the perception of many teachers in schools of teachers in TE is that the latter are simply 'lapsed teachers', talking about what they once did, and there may be relatively little appreciation of the demands and difficulties of work in the HE sector
- Necessary to distinguish between the classroom experience of those who visit on placement, those who teach students directly about teaching and others who have specialist expertise which pertains to teaching but who don't do placement visits or give professional advice who work in TEIs; and between all those involved in ITE which includes teachers in schools. You shouldn't

include those in faculties of education who aren't involved in ITE. ITE staff have experience of a wide range of schools, while school staff have complementary experience of the placement school in depth. You might have asked here whether respondents actually know about what experience ITE staff have.

- Since the 80s all TEIs have had policies of employing expert classroom teachers into their ranks. I can think of no one in my own institution who has been appointed to Academic staff in the last ten to fifteen years who does not fall into this category. However it should be recognised that Teacher Educators are not school teachers and that ITE courses insist on substantial practical experience where students are with classroom teachers, it is a Partnership activity. Teacher Educators have different functions and priorities from class teachers. In their normal work visiting students TEs visit and become knowledgeable about a much wider range of classroom and school contexts than do most teachers. My view is that the ignorance and prejudice on this matter displayed by many senior managers in schools and elsewhere (including Prof McCrone but that has been detailed in the educational press) provide further evidence that the profession does not sufficiently own ITE nor take enough responsibility for it nor take it seriously enough.
- This is deeply insulting- I and my colleagues in this department get extremely good assessments from both students and teachers across a wide range of course- I would be happy to provide the evidence if anyone bothered to ask for it. we have a policy of having a rolling secondment in the department but this is in jeopardy due to funding constraints. I and my colleagues spend many hours in schools and have a much clearer idea of their variable geometry than many local authority directors, ministers and civil servants. Of course things can always be improved- or so we are led to believe- but the job of University staff is not the same as that of a classroom practitioner and the two should be neither conflated nor confused.
- Many subject staff have some from school origins. Many subject staff visit a range of schools to assess and support students.
- Staff entering institutions have appropriate experience. More could be done to ensure (that) long-standing members of staff maintain an appropriate level of experience.
- In the past, say in the 1970s and 1980s, staff in TEIs were expected to undertake curriculum development and/or research in schools as part of their ongoing professional development and as a further way of maintaining their contacts and expertise in classroom teaching. Often this was in the context of National development projects: indeed many staff participated and contributed in considerable measure to the curriculum development work of the (then) Consultative Committee on the Curriculum. Examples of such work include the Foundations of Writing Project, the Primary Development Project and of course the Research and Development Groups for the National Curriculum Guidelines (the 5-14 Programme). There were many other examples of development work in Primary and Secondary schools at that time which, although of less national significance, had considerable impact upon

the schools and classes in which the work was carried out. These opportunities have been very much fewer in recent years as the unit of resource for teacher education has been progressively reduced, such that staff energies have had to be devoted to the 'core business' of the institutions, that is, training and producing qualified students. Development work such as this is only one aspect of classroom experience, but it demanded a close working relationship between TEI staff and school staff - to their mutual benefit. Expertise, very often but not necessarily subject based, could be shared; classroom processes could be examined and reviewed; and most importantly the experience could be fed back into the TEI lecturer's institutional-based teaching. So although I do believe that the current experience of TEI staff can be rated as good, there are ways such as are here suggested in which this experience could be enriched for the benefit of the institutions, the schools and from time to time the National curriculum scene. Such developments might well be of more significance than some of the more esoteric research endeavours which seem to have attracted funding in recent years.

- Welcome the focus in this area. Many TEI staff do not have RECENT classroom experience. Feel it is important with constant developments in education.
- Difficult. Some are recent teachers, others have been out of the classroom for over 25 years.
- There is a need to avoid stereotyping in this context.
- Most TEI lecturers visit schools on a regular basis and these visits to classrooms constantly refresh prior experience.

#### **15.4.3 Improvements in Classroom Experience**

- This assumes that it needs refreshing and improving. Scottish TEI staff have a wide remit within their own institution and there would be logistical and resource problems within that institution if many staff had to be seconded to schools on a regular basis
- I honestly do not know. Periodically putting them back into a classroom setting would not necessarily solve the problem. Even if a small number of TEI staff returned to school for a refresher, there would be a major difficulty in replacing their teaching experience within the TEI - TEI students would then loose out.
- This has long been a concern but it has never really been addressed with the seriousness that it warrants. TEI senior management has taken no care to refresh the experience of teaching staff in a planned way; the system of career review has become a mere box-ticking exercise, with no adequate provision of resources to meet needs identified. Again, if this is to be seen as a matter of priority then it must be resourced and it must involve collaboration with LAs to ensure the quality and relevance of school 'refreshment'. It also goes without saying that this need must be meshed with HE institutional imperatives to generate research of good quality.

- Not all staff in Faculties of Education are involved in teacher education: need to distinguish between staff in TEI (which aren't separate now) and staff in ITE.
- An opportunity now exists for TEI staff to work with school staff on the support which the school staff will require to give to Trainee Teachers. If it were to be a requirement that they visit schools in a supporting, training and QA capacity this would be one way in which a new collaborative approach to Teacher Education could be developed. Such support should involve TEI staff and school staff working together both on theoretical and practical tasks (such as teaching).
- What is the evidence for the general need? If there is such evidence, what is its reliability? Assuming that there is such evidence and it is reliable it might make sense for senior staff in schools to work with colleagues in Universities reflecting back their perceptions. It may also be that teaching schools would help.
- Tutors expertise involve in developing policy and procedures in schools etc.
- Through the use of school- based sabbaticals perhaps involving comparative studies of education systems.
- By embedding requirement to TEIs to make such provision for their staff
- Should be some opportunity for placement in a school (accepting this is difficult) on a regular basis. Must be real and meaningful secondments of classroom teachers to TEIs
- Opportunities should be created for TEI staff to work in classrooms (e.g. on action research) as the equivalent of a sabbatical and that this would require funding.

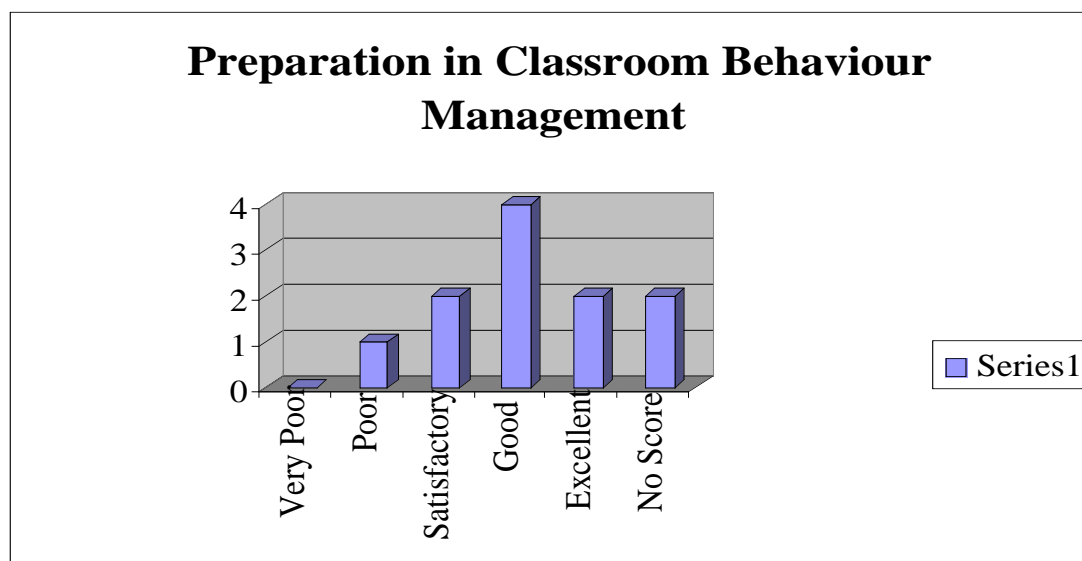
## 15.5 Class Behaviour Management in ITE

### 15.5.1 Overall Assessment and Ranking

**Table 4 – Ratings for preparation in Class Behaviour Management**

<b>Rating</b>	<b>Result</b>
<b>Very Poor</b>	<b>0</b>
<b>Poor</b>	<b>1</b>
<b>Satisfactory</b>	<b>2</b>
<b>Good</b>	<b>4</b>
<b>Excellent</b>	<b>2</b>
<b>No Score</b>	<b>2</b>

**Figure 4 – Assessment of Preparation in Classroom Behaviour Management**



### 15.5.2 Comments on Classroom Behaviour in ITE

- The theory of skills required for creating an effective teaching and learning atmosphere are provided in modules for Professional Studies, Preparation for School Experience and in curricular modules. Students are given guidance on observation off good practice in schools. Thereafter advice is offered on the practical implementation of this by school staff and University tutors. The student must take some responsibility for acting on this advice.
- From the first year of any course, students are encouraged to think about the difficulties associated with pupil behaviour and are offered a variety of solutions to help deal with possible problems. Throughout their school teaching experience, dealing effectively with pupil behaviour is a competence that each student is constantly encouraged to develop.
- Students' constantly seek advice on this area and I always encourage discussion of it at appropriate points. Those who address it consciously tend to see it as less of a problem.
- Satisfactory given its a very difficult area to cover a) in the abstract b) in classrooms since someone else is in charge, and student teachers don't create the settings in which they work, in the way teachers have to. There are general principles for schools and individuals to apply, but there are no easy answers for individual acts of indiscipline in a complex and unique context
- All outcome evidence suggests that STs are very well prepared and competent in this area. It is and will always be an issue of professional concern because of the nature of the impact pupil's behaviour on teachers.
- I don't know what we would say or do differently unless we wish to teach the students self defence or lessons from 'Harry Potter'.

- Lecture on Positive behaviour management; follow up workshops; Reading information; competence tracking targets.

### **15.5.3 Improvements in Classroom Behaviour in ITE**

- Again, this assumes it needs improving. Many students/beginning teachers have excellent behaviour management skills - what evidence exists to suggest this is not so? What proportion of beginning teachers have unsatisfactory behaviour management control? External Examiner reports for finishing students from this Institution (B Ed course), reports from headteachers on the Standing Panel, reports from Authorities speak favourably on graduates from the B Ed course. The content of the degree course is already crowded. Students need time and experience to practice the skills. The probationary period must take some responsibility for this experience.
- Staff development courses that further the work started in the TEIs
- This is an area with no single or simple answer: reflection on almost thirty years in education makes me believe that it can only be worked at constantly with no easy assurance that it can be 'cracked'.
- Maybe more emphasis and observation on this across schools when students are on placement: looking across several classrooms and subjects to observe a range of styles. rather than seeing it as a topic in itself, its important to see it as bound up with classroom organisation and management, the development of relationships between teacher and pupil, the importance of school ethos and whole; school expectations and systems.
- They are fine as they are.
- Consistent display of procedures on behaviour management throughout placement schools; immediate support mechanisms in place.
- This needs to be linked into the clear expectations for school experience. Behaviour management cannot be effectively taught through theoretical perspectives alone.
- Input to course delivery from recognised practitioners with excellence in the field, such as Behaviour Outreach staff
- Working in team teaching situations developed over the teaching practice. Opportunities to discuss difficulties in a "safe" environment during placements.
- The report of the Discipline Task Group is likely to recognise that school discipline is a complex matter that cannot be encompassed in few helpful guidelines. New teachers should be afforded opportunities to:
  - work in a range of types of classroom or school;
  - recognise that dealing with difficulties must be placed in the context of school policies;
  - understand the view points of young people including those who are disaffected from school;

- recognise that dealing with difficulties must be placed in the context of school policies; and
- understand the viewpoints of young people, including those who are disaffected from school.
- There is a need to build on good practice currently in place in TEIs in relation to issues of pupil indiscipline and other related issues.

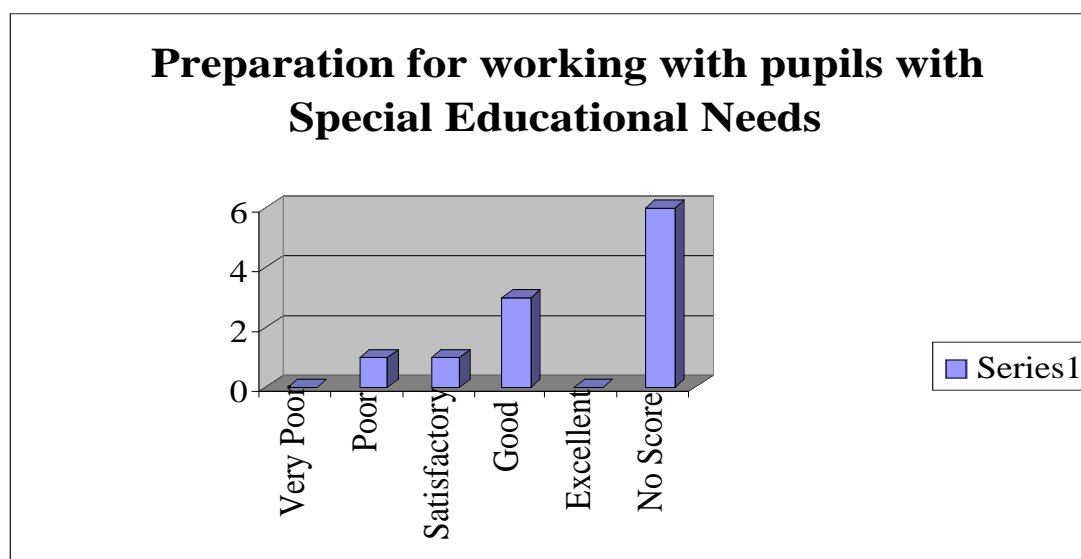
## 15.6 Special Educational Needs in ITE

### 15.6.1 Overall Assessment and Ranking

**Table 5 – Ratings for ITE Preparation for Working with SEN**

Rating	Result
Very Poor	0
Poor	1
Satisfactory	1
Good	3
Excellent	0
No Score	6

**Figure 5 – Assessment of ITE Preparation for working with SEN**



### **15.6.2 Comments on ITE Preparation for SEN**

- Courses now reflect provision for awareness-raising of pupils with SEN, allowing for electives in a range of special needs
- There is need to avoid stereotyping or labeling in this context: the current SEED consultation document makes clear that this concept is itself problematic.

### **15.6.3 Improvements to ITE Preparation for SEN**

- See comments on ICT and behaviour management. Reports for this course are favourable. CPD and the Probationary period will help provide experience and further background theory.
- Staff development courses that further the work started in the TEIs.
- Course design changes would feature here: one way to achieve this aim would be for every student to have the commitment of a focused case study of a child with special needs. Again the vagaries of school experience placement might not support this equitably, as some see excellent practice and others almost none.
- As they are currently stated they appear to demand a level of competence that would be far beyond most practising teachers.
- Free access to central publications on SEN.
- This needs to be linked into the clear expectations for school experience. SEN cannot be effectively taught through theoretical perspectives alone.
- Again, collaboration with Education Authority's to establish a network of good practitioners to assist in course presentations.
- Possibly an optional module extending skill, knowledge & awareness. Placements to include experience with SEN pupils.
- All new teachers should have opportunities to
  - work with pupils at all levels of attainment; and
  - have experience of different modes of classroom organisation.
- There is a need to build on good practice within TEIs on all aspects of the social inclusion agenda.

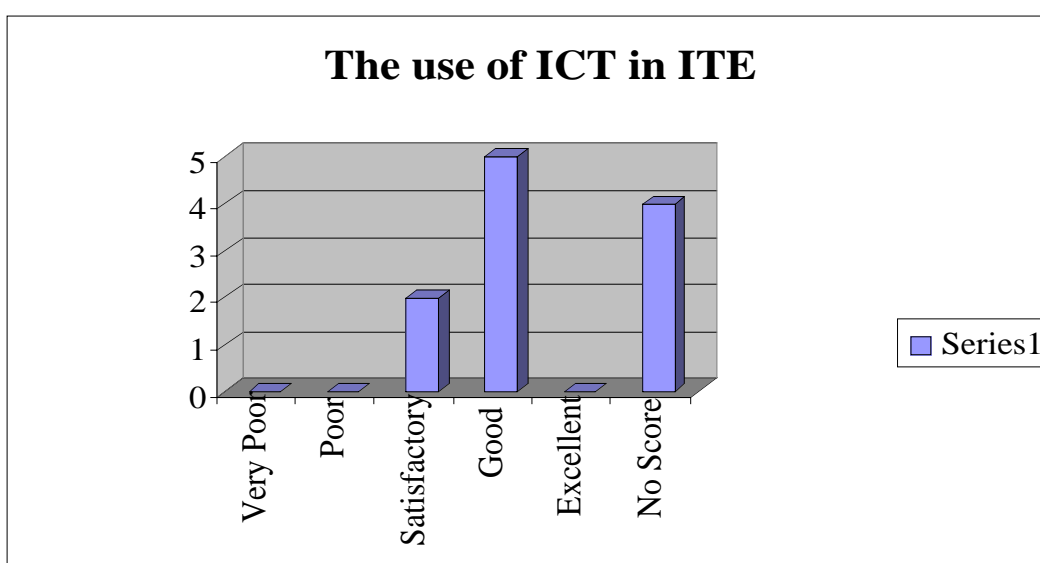
## 15.7 Information and Communications Technology in ITE

### 15.7.1 Overall Assessment and Ranking

**Table 6 – Ratings for the use of ICT in ITE**

Rating	Result
Very Poor	0
Poor	0
Satisfactory	2
Good	5
Excellent	0
No Score	4

**Figure 6 – Assessment of the use of ICT in ITE**



### 15.7.2 Comments on ICT in ITE

- In the B Ed Course in Strathclyde, all undergraduates must undertake a compulsory module in Year One ensuring key skills in ITE. Thereafter there is a specific Module (compulsory) in Year 3 on Educational Computing which concentrates on applications of software in the classroom. In addition, all curricular modules and those relating to Preparation for School Experience have input on suitable use of ICT for teaching and learning.
- Many, if not all, TEI students now have a basic ICT module in the first year of their course that prepares them for the ICT demands of their studies e.g. the ability to word process assignments; carry out research on the Internet;

generate graphs / charts from spreadsheets etc. What they do not have enough of is how ICT can be used in a curricular setting. All students will undertake a compulsory core module. Some will take ICT in the curriculum as an option module.

- Much effort has been made to provide ICT teaching and learning which is in relevant contexts and which will offer students models and materials that can be used in school experience, if conditions allow.
- The preparation of student teachers in ICT has been given much attention recently in HEIs. Students often express the view that difficulties exist in schools which prevent them practising the skills and capacities which have been developed. Central government looks to ICT to transform teaching and learning but neither they nor others have evidence on how this aspiration might be achieved. It would help student teachers if there was an assisted purchase scheme for them for computers.
- There is a great deal of time and energy devoted to ICT not only as a specific subject but across the range of provision- it must not be forgotten that ICT is a tool not an end.
- Lectures on ICT; Access to email, word processing and other applications; one day menu of opportunities in ICT with follow-up surgeries; Multi-disciplinary workshops in ICT; many students opt for the ICT elective.
- Preparation in terms of access to technology and the development of skills is good. More could be made of requirements to use it in schools.
- This probably reflects greater IT skills in present generation of students.
- There is a need to avoid easy assumptions about ICT and the role it plays in schools: it is likely that new teachers have varied experiences of the use of ICT in teaching and learning. However, the development of ICT will have implications well beyond the limited scope of the present review.

### **15.7.3 Improvements in ICT in ITE**

- This assumes it is weak. Students who perceive a weakness in their own use of ICT have the opportunity to opt for a further 2 modules in Years 3/4 but the curriculum is very crowded (and we think balanced/necessary). To put any more ICT in, would need the removal of another area.
- By simply ensuring that there is a greater compulsory element in every course. Before the compulsory element of more Maths, English Language and Health were introduced, there was a greater ICT core element!
- There is a need for investment in classroom- usable software. Students are often frustrated at seeing a package in school and not having it available in College. More effort is need to ensure the contextualisation of ICT work and to quell some students' anxieties that it is an area of technical arcana.
- Student teachers could usefully engage with PPMS (pupil profiling and monitoring systems). Currently however there is no single National System.

- By having fewer- it is the students overall performance that one should be assessing- a set of more general descriptions of what might count as a good teacher would help.
- More emphasis on the contextualisation of ICT within some subject areas. Ready access to platforms.
- There needs to be more emphasis on the pedagogy of ICT. Teaching core skills alone will never make its use central to the delivery of an appropriate curriculum. See IT Practice from Theory. The Need for a New Paradigm by Nigel Parton, Society for Information Technology & Teacher Education 12th International Conference, Orlando, March 2001.  
<http://www.ace.org/conf/site/>
- Course timetabling will require review to ensure appropriate competency in ICT, especially as developments with NGfL, etc are moving at such a pace.
- Preparation of one lesson using ICT where appropriate. Need for ICT training, however. Access to computers, etc. Module on practical applications of ICT in the classroom.

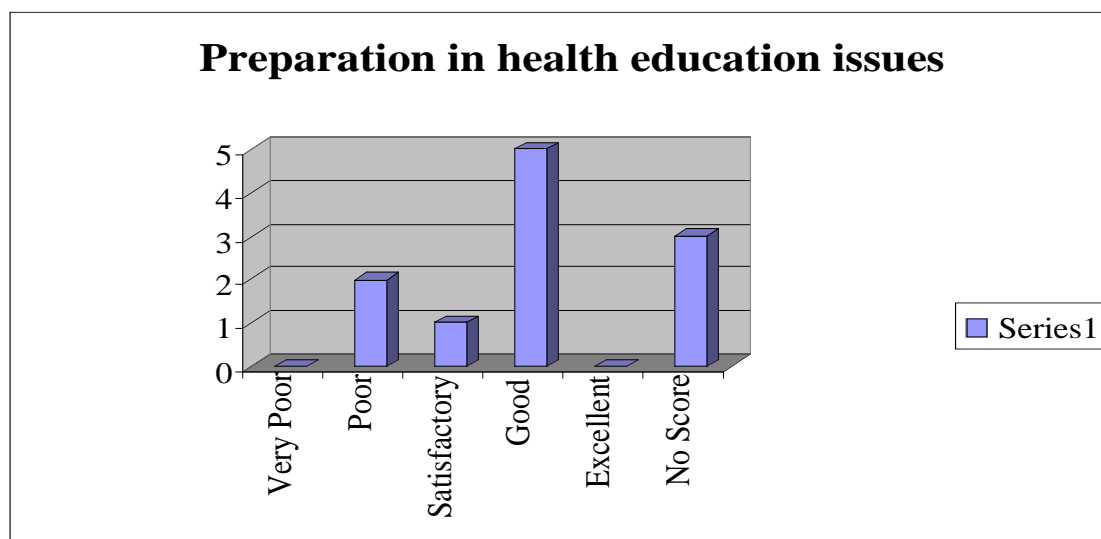
## 15.8 Health Education in ITE

### 15.8.1 Overall Assessment and Ranking

**Table 7 – Ratings for Health Education preparation**

<b>Rating</b>	<b>Result</b>
<b>Very Poor</b>	<b>0</b>
<b>Poor</b>	<b>2</b>
<b>Satisfactory</b>	<b>1</b>
<b>Good</b>	<b>5</b>
<b>Excellent</b>	<b>0</b>
<b>No Score</b>	<b>3</b>

**Figure 7 – Assessment of preparation in health education Issues**



### 15.8.2 Comments on Health Education in ITE

- Health Education for all students is built into the compulsory Environment Programme in Year 1. In addition, there is a double module Option provided in Year 3/4 for students who wish to take this further.
- The emphases are generally appropriate and desirable.
- Pressure on the need to include so much in ITE programmes and the poor starting point of many students renders this an area which is currently best done for some students who choose it as an option. The nature of Health Education and the way it is perceived by other subject specialists in secondary schools makes it a subject which requires considerable input to be adequately addressed.
- Lecture on 'The Health Promoting School' and subject workshops on Health and Health and safety issues
- More could be done to make this central to the ITE curriculum.
- Students feel relatively unprepared. One TE has only one hour lesson, more than this is optional
- It would seem that this is only one of several `cross-curricular' topics which could have been included in this consultation: perhaps it could be argued that all of these topics identified by Learning and Teaching Scotland should be included rather than a focus on one, the choice of which does seem arbitrary. This is not to deny the importance of health education.

### 15.8.3 Improvements in Health Education in ITE

- Staff development courses that further the work started in the TEIs
- There may be a need for more focused approaches. In particular the areas of Sex and Drugs education may need to be given a higher profile.

- There once more is the issue here of what can reasonably be expected in the time available. A way forward would be to plan to develop some areas of competence with more emphasis during the Traineeship year.
- Much the same as above- health education without a social and cultural rootedness is meaningless.
- Employment of a full-time health education unit/specialist in the Faculty of Education.
- This needs to be linked into the clear expectations for school experience. Health Education cannot be effectively taught through theoretical perspectives alone.
- Use of health promotion staff/Health Board input to provide an added dimension to the input students receive.
- A decision needs to be taken as to whether student teachers should specialise in certain areas, like Health Education, PSE, etc.

The need to build on good practice again applies here