

**STRATEGIC BOARD FOR TEACHER EDUCATION : MEETING 17
WEDNESDAY 5 FEBRUARY 2020: 2.00 PM – 4.00 PM
CONFERENCE ROOM 3, VICTORIA QUAY, EDINBURGH, EH6 6QQ**

AGENDA

1. Welcome and Introductions
2. Previous minutes (28 November 2019) (SBTE/17/02)
3. MQuITE Presentation (SBTE/17/03)
4. Early Phase Career Sub-group – Work Plan for Phase 2 (Oral)
5. Enabling Teacher Agency Working Group Update (SBTE/17/04)
6. Masters Guidance (SBTE/17/05)
7. Work Plan and Action Tracker (SBTE/17/06 & SBTE/17/07)
8. AOB
9. Date of next meeting

For Information

1. Curriculum and Assessment Board update (SBTE/17/08)
2. Scottish Education Council update (SBTE/17/09)
3. Teacher Induction Scheme (SBTE/17/10)
4. ITE Intake Figures (SBTE/17/11)
5. PRD Resources (SBTE/17/12)

Meeting date: 5 February 2020

Agenda item: 5

Purpose: An update on the establishment of the Enabling Teacher Agency Advisory Group

For Information

Title:

Enabling Teacher Agency Advisory Group

Key Issue: The paper provides an overview of group membership and the proposals under discussion.

Action Required: To note

Author: Lesley Whelan

Date: 22 January 2020

ENABLING TEACHER AGENCY ADVISORY GROUP DRAFT TERMS OF REFERENCE

The Project

Background

On 8 March 2019, the Deputy First Minister wrote to the Joint Chair of the SNCT Teachers' Panel outlining a revised pay offer for the teaching profession. As well as the financial aspects of the pay offer, the offer also set out an additional package of measures, detailed below, which would be developed with professional associations and partners in local government:

- Joint work on reducing unnecessary workload.
- Additional in-service days for professional learning.
- The development of new professional learning opportunities for teachers focusing on teachers' health and wellbeing.
- The establishment of a Teacher Innovation Fund.
- Enhancing the current Teacher Leadership Programme.
- Establishing a mechanism for independent analysis of pay and conditions of service.

These measures were approved by SNCT in the pay agreement of 25 April 2019 in which all parties agreed to "work together to reduce the workload of teachers and to undertake joint activity to assist in reducing and preventing unnecessary workload through increasing teacher agency and school empowerment."

Proposals

A series of proposals for additional professional learning activity to support teacher agency in order to reduce workload were shared in a paper with the SNCT on 26 September. These proposals included:

1. A new staff health and wellbeing professional learning programme
2. Introduce access to supervision support for teachers
3. A professional learning programme on the consequences of trauma and adversity on pupil wellbeing and attainment
4. Establishment of a joint group to implement a Teacher Innovation Fund
5. Widening access to the Teacher Leadership Programme
6. Enhancing the support offered through the Teacher Leadership Programme
7. Building coaching and mentoring capacity *[including developing mentoring support for BME teachers]*
8. Facilitating continued professional learning beyond the Teacher Leadership Programme
9. Developing digital solutions to workload issues

The paper was noted by SNCT which allowed Education Scotland to begin detailed scoping work on these proposals in partnership with the Scottish Government, professional associations and employers.

The proposals were shared and discussed with Education Scotland's Professional Learning and Leadership Stakeholder Forum on 24 October 2019. The stakeholder forum suggested the addition of a tenth proposal as follows:

10. Evaluating the impact of the project

The stakeholder forum agreed in principle to the proposals and it was agreed that a group would be convened to provide oversight to this work with a representative invited from each of the relevant professional associations.

The use of the term 'teacher' in this work includes those in promoted posts in schools.

Funding

The Scottish Government has committed funding over two years (2019/20 – 2020/21) to support the delivery of the project.

Staffing

It is proposed that the project is delivered in partnership with support provided from staff in Scottish Government [Proposals 2, 4, 9, 10] and Education Scotland [Proposals 1, 2, 3, 5, 6, 7, 8]. It is proposed that a proportion of the above funding is used to recruit additional seconded staff to Education Scotland through a recruitment process involving members of the advisory group. These seconded staff would come from a range of backgrounds/organisations with experience relevant to this area of work.

Advisory Group

Remit

The role of the Advisory Group is to provide advice and guidance to the project on relevant matters at each stage from initial research, planning and recruitment through to piloting, delivery and evaluation.

In addition to discussion at meetings, it is envisaged that from time to time between meetings of the group, individual members may be asked to advise or may wish to update the project staff on specific developments related to their particular areas of expertise.

Project staff will be expected to provide regular progress updates to meetings of the Advisory Group.

The Advisory Group will provide regular progress updates to both SNCT and SBTE.

Membership

Membership of the Advisory Group includes representatives of Scottish Government, Education Scotland, EIS, SSTA, NASUWT, Voice, AHDS, SLS, COSLA, ADES and NHS Health Scotland.

Lesley Whelan (Chair)	Education Scotland
Lesley Walker	Education Scotland
Fearghal Kelly	Scottish Government
Stephanie Walsh	Scottish Government
Susan Quinn	EIS
Seamus Searson	SSTA
Tara Lillis	NASUWT
Dougie Atkinson	Voice
Sharon McLellan	AHDS
Billy Burke	SLS
Eddie Follan	COSLA
Peter McNaughton	ADES
Donna McMaster	ADES
Shirley Windsor	NHS Health Scotland

Frequency of Meetings

It is envisaged that the Advisory Group will meet once per term/quarter to advise the project at key junctures. As far as possible, meetings will be of no more than two hours in duration.

Meeting date: 5th February 2020

Agenda item: 6

Purpose:

For: Discussion

Title: Masters Guidance

Key Issues

- The paper provides a summary of progress and suggested next steps by the short life Masters Working Group, which was established following a recommendation by the SBTE Professional Learning sub group to review the Masters Framework
- It also acknowledges that the substantive issues detailed below have still to be addressed and seeks the support of SBTE members for a broader strategic discussion at a future date to discuss these in more detail, namely:
 - whether alternative approaches could help teachers to build towards award of a Masters degree over longer periods of time?
 - how can a teacher take reasonable steps to build on awarded credit in the early phase of their career?
 - should a more systematic pathway through qualification exist that supports sustained and meaningful learning?
 - how can the validity and connectedness of a teacher's portfolio of professional learning at SCQF level 11 be better explained?

Actions Required

Members of the SBTE are asked to consider this paper, provide comments on the actions taken and confirm support for the proposed next steps as outlined, including a more detailed strategic discussion on the remaining considerations as detailed above.

Author: D.Burgess and A.Weatherston

Date: 20/01/20

Masters Working Group - Update

1. Background

This paper provides a brief summary of the actions progressed as a result of the work of the short life Masters Working Group along with links to revised online guidance.

The Masters working group was established to review the Masters Framework which was an agreed recommendation from the SBTE sub-group on professional learning, but initial discussions identified a requirement to look at the wider issues involved in this area. The members of the group were:

Gillian Hamilton, Education Scotland (Chair)
Moyra Boland, University of Glasgow
David Burgess, Education Scotland
Ellen Doherty, GTC Scotland
Morag Redford, Scottish Council of Deans of Education
David Roy, Learning Directorate, Scottish Government
Alison Weatherston, Education Scotland
Michael Wood, ADES
Ian Rivers, Scottish Council of Deans of Education

2. Purpose of the working group

Following initial discussion and agreement, the group focused on the areas outlined below:

- The need to provide clearer advice for teachers at outset of ITE on the implications of programme choice as part of a masters pathway.
- The need to provide clarity for teachers on the practicalities of transferring credits as part of their career long professional learning.
- Information for teachers, including career changers, on the rationale and purpose of masters learning as part of teacher professionalism.
- Equity of access to funding support for masters learning.

3. Summary of work undertaken

- a. Series of working group meetings held to identify key issues and agree actions
- b. Survey issued to all Universities offering ITE asking for information on time limits and number of credits offered a part of ITE. The data gathered from the survey indicated a complex range of pathways available for ITE students leading towards a Masters qualification (Appendix 1)
- c. Position paper produced by Scottish Government Learning Directorate detailing current and emerging position of Masters Learning (Appendix 2)
- d. Case studies identified from current participants on Education Scotland School Leadership programmes were used to consider 'real-life' scenarios.
- e. Initial position paper produced detailing successes and challenges regarding Masters Learning.

- f. Meetings with representatives of the Scottish Council of Deans of Education (SCDE) to review initial work and agree content for the revised Masters Framework focused on:
- Understanding Masters and the benefits of engaging in Masters study.
 - Clear, concise and easily accessible guidance on the pathways available.
 - Individual professional responsibility to be highlighted.

4. Progress to date

- Agreement for revised guidance to be hosted within Education Scotland Professional Learning and Leadership Resource.
- Guidance page developed to support potential Masters participants which includes information addressing the content areas agreed and highlighting the range of provision across Scottish universities
<https://professionallearning.education.gov.scot/learn/programmes/masters-learning/>
- Online information template agreed and issued to each university provider with a request to populate.
- Exemplar page developed
(<https://professionallearning.education.gov.scot/learn/programmes/masters-learning-university-of-strathclyde>) providing:
 - University details
 - Information on course structure and specialisms offered
 - Advice on who to contact and how to find out more from individual providers
 - Funding mechanisms with advice to contact LA co-ordinator in the first instance.
 - Advice for participants to contact university providers regarding the transfer of credits.
- University providers to identify participants to provide potential case studies focused on the benefits of Masters learning to be featured in the revised guidance.

5. Next steps:

Education Scotland will host and maintain the Masters guidance on the Professional Learning online learning resource through ongoing partnership with universities and other stakeholders. The updated guidance will provide up to date information and practical advice to indicate the professional responsibility of participants to take the next step in engaging in Masters and support effective PRD and PU processes for greater dissemination with partners and stakeholders.

The Professional Learning and Leadership team in Education Scotland in partnership with universities and other stakeholders will promote the revised guidance to CLPL leads within Local Authorities, share with practitioners through a range of communication channels and highlight at professional learning events.

6. Summary

- Members of SBTE are asked to note that progress has been made regarding revisions to the guidance now on the Education Scotland website, however, many of the over-arching issues remain and a broader strategic discussion with more time allocated at SBTE would be appropriate at a future point.
- Members of the SBTE are asked to consider this paper, provide comments on the actions taken and support the next steps in partnership working to fully embed the agreed actions.

Appendix 1

Initial Teacher Education Masters Pathway Background

The Masters Framework Working Group issued a survey to all Universities offering ITE via the Scottish Council of Deans of Education. The information collated through this survey will assist us to explore the current provision and the credits offered from individual programmes to support the review of structures in place to support teachers to work towards a Masters qualification.

There were 9 responses overall (from 7 Universities). There was one response from each of the Universities listed below:

- Queen Margaret University
- University of the Highlands and Islands
- Royal Conservatoire of Scotland
- University of Glasgow
- University of Dundee
- University of the West of Scotland

There were also 3 responses from the University of Strathclyde.

The University of Strathclyde, University of the Highlands and Islands, Royal Conservatoire of Scotland, University of Glasgow and University of Dundee all currently offer Initial Teacher Education (ITE) programmes. Queen Margaret University stated that they do not currently offer ITE programmes but will be offering PGDE Secondary (Home Economics) and BA (Hons) Education Studies (Primary) programmes from August 2019.

The time limit for completing a Masters qualification beyond the ITE programme is typically 5 years. Queen Margaret University, University of Dundee, University of Glasgow, University of Strathclyde and the University of the West of Scotland all have a 5 year time limit. The Royal Conservatoire of Scotland offers 6 years from the date of matriculation. Additionally, the University of the Highlands and Islands offers 10 years for completion – 5 years from the initial transfer (for recognition of credit) and then up to 5 years for part-time completion.

The 7 Universities offer a range of ITE programmes which account for between 10 and 180 Masters level credits, as detailed in Table 1 below.

Table 2 provides the names of the Masters programmes/awards that are offered to teachers on completion of their Initial Teacher Education programme. Please note that the wording of this question in the survey was changed after 4 responses to better clarify the meaning of the question.

Table 1: Name of ITE Programme and number of Masters credits

University	Name of each ITE programme	Number of Masters credits
Royal Conservatoire of Scotland	PGDE (Music) (starting August 2019)	10
	PGDE (Dance) incorporated into the MEd (Learning and Teaching in the Performing Arts) Pathway 5: ITE Dance	120
University of Dundee	PGDE Primary	60
	PGDE Secondary (Traditional Route)	60
	PGCE Secondary (Supported Induction Route)	60
	PGDE Secondary (Partnership Induction Model)	60
University of Glasgow	PGDE Primary	90
	PGDE Secondary	90
	Masters in Middle Years (Maths or Science)	180
	Masters in Education, Primary (Integrated Masters 5 years, Undergraduate entry)	180
	Masters in Technology Secondary	150
University of Strathclyde	PGDE	100
	Includes:	
	Educational Perspectives and Policy	20
	Principles and Policy in Practice	10
	Creative Contexts for Learning	40
Professional Specialisation	10	
	<i>80 credits at SCQF 11 for PGDE</i>	
	<i>100 credits initially at SCQF 11 for PGDE/M – the remainder (Research Methods and Dissertation) are completed during the probationary year</i>	
University of the Highlands and Islands	Optional	20 or 40
University of the West of Scotland	PGDE Secondary: School and Professional Studies	40
	PGDE Primary Programme: School and Professional Studies	40
Queen Margaret University	PGDE Secondary (Home Economics):	80
	Includes:	

	Home Economics in the 21 st Century	40
	Research Policy and Practice (1)	20
	Research Policy and Practice (2)	20

Table 2: Names of the Masters programmes/awards that are offered to teachers on completion of their ITE programme

University	Names of the Masters Programmes Awards that are offered to teachers on completion of their ITE programme
Royal Conservatoire of Scotland	MEd (Learning and Teaching in the Performing Arts) – Pathway 2: CLPL
University of Dundee	PGCert Named Award (60 credits)
	PGDip Named Award (120 credits)
	Master of Education (180 credits)
University of Glasgow	PGDip in Secondary (subject) or Primary
	Masters in Middle Years (Maths) or (Science)
	Masters in Education (Primary)
University of Glasgow	Masters in Technology (Secondary)
	Students are directed to the Masters suite which includes the following programmes that they could take their credits into:
	Enhanced Educational Practice Coaching and mentoring Inclusive Education Artist Teacher Early Years Leadership for Learning
This question wording was changed after 3 responses to ensure more accurate responses were gathered, the responses below were received before the wording was changed.	
Initial question: What are the names of the programmes/awards that are offered to teachers on completion of their Initial Teacher Education programme to continue to work towards a Masters qualification?	
Changed to: What are the names of the Masters programmes/awards that are offered to teachers on completion of their Initial Teacher Education programme?	

University of Strathclyde	MEd Professional Practice
	No specific Masters award? PGDE (transcripts reflect Masters credit gained)
University of the Highlands and Islands	PGDE Primary (English)
	PGDE Primary (Gaelic)
	PGDE Secondary (English)
	PGDE Secondary (Gaelic)
Queen Margaret University	PGDE Secondary (Home Economics)

Appendix 2

MASTERS FRAMEWORK WORKING GROUP – MASTERS CREDIT AND CAREER LONG PROFESSIONAL LEARNING

Purpose

1. It is common practice for universities to allow for credits awarded following the completion of a course to retain their currency for five years. This shared policy allows for students, where appropriate, to draw together related awards and build towards a qualification. This paper aims to assess the impact of this rule in the context of career long professional learning for Scottish teachers. In particular it questions whether this rule should be reviewed in light of sustained investment in masters qualifications for teachers in Scotland.

Background

2. The potential impact of the long-term currency of credit is not a new issue and was discussed by the sector in the period after the publication of Teaching Scotland's Future. These conversations led to the creation of a Scottish Masters Framework but did not result in alteration to the way in which the long-term currency of academic credit is viewed. Despite significant changes to Initial Teacher Education, sustained investment in professional learning that may result in qualifications and an increased expectation in terms of quality from the profession itself, the five-year rule remains.

3. This paper argues that the context for this discussion has changed and it is now appropriate to revisit whether alternative approaches could help teachers to build towards award of a Masters degree over longer periods of time. It is clearly important to strike the right balance between promoting life-long learning, supporting teachers towards achieving qualifications and professional recognition while ensuring that credits awarded by Scottish universities retain their value.

Key Issue - Changes to Initial Teacher Education

4. [Teaching Scotland's Future](#) (TSF) proposed that Initial Teacher Education (ITE) and induction should be planned as one overall experience and included a recommendation that it should include the possibility of Masters credits, where appropriate. This commitment resulted in almost all ITE providers introducing SCQF level 11 credits across a number of their programmes. This gradual rise in the percentage of programmes being undertaken at SCQF Level 11 has been driven by each institution and has not been centrally controlled. As of August 2019 eleven universities in Scotland will be active providers of ITE offering many different routes to become a qualified teacher. The range of masters credit being awarded by programmes will range from zero to full degree.

5. Increased focus on masters qualifications was picked up in [Delivering Excellence and Equity in Scottish Education, a Delivery Plan for Scotland in 2016](#), which confirmed that the Scottish Government would introduce new and innovative routes into teaching and promote the teaching profession through a range of initiatives. This included the development of a number of programmes of ITE that result in the award

of a Masters degree either in advance of the probation year, or by combining early school employment with on-going study. Two of these new programmes aim to allow teachers to work both in the primary and secondary sector and will likely result in teachers being registered in a new Broad General Education category by the General Teaching Council for Scotland (GTCS).

6. The range of award being offered by Scottish universities is a result of the direction of travel promoted by TSF, innovative thinking in respect of new routes and institutional preference. Increasingly there is an expectation that teachers should look to build upon credit that has been awarded in ITE and the early phase of their career and work towards a masters degree.

7. The long-term validity of credit awarded at ITE therefore becomes an important issue – how can a teacher take reasonable steps to build on awarded credit in the early phase of their career? Is it reasonable for a teacher to take steps to capitalise on credit awarded at ITE within a relatively narrow timeframe? If the five year rule around validity of credit remains, should a more systematic pathway through qualification exist for interested teachers that supports sustained and meaningful learning?

Key Issue – increased opportunities to undertake study resulting in the award of credit

8. Since 2012, the Scottish Government has invested over £5 million, enabling around 5,800 teachers to engage in this high quality professional learning at SCQF level 11. Year on year a greater proportion of teachers have gained SCQF level 11 credits using this funding support. However it is worth noting that in 2017/18 from the £820,000 investment by the Scottish Government, 1089 teachers benefited from the Masters funding but only 530 teachers exited with a SCQF level 11 qualification. The Scottish Government asks each of the partnerships to use the funding strategically across Scotland to tackle national, regional and local priority areas focussing on the key themes such as early phase, attainment and leadership. Funding allocated must be used within the specified academic year. We also know that teachers fund masters learning themselves or through support from their school or local authority.

9. In addition the Scottish Government continues to fund Into Headship and In Headship qualifications as part of the SCEL pathway to a masters qualification in educational leadership. While numbers of teachers involved in these programmes is naturally smaller, this represents annual investment of around £700,000 and results in almost 200 teachers per year completing SCQF level 11 programmes with an award of 60 credits.

10. The number of teachers with masters credits is therefore rising and the questions in respect of transferability of credit and the reasonable time-window to build towards qualification will grow. In the coming years it would not be inconceivable for a teacher to complete ITE with a high number of masters credits, undertake further study in the early phase of their career and relatively quickly join Into Headship. The validity and connectedness of a teacher's portfolio of professional learning at SCQF Level 11 requires to be better explained.

Conclusions

11. Given that the issues caused by the time bar are likely to increase in the coming years, it seems appropriate for the education sector, in particular the universities alongside GTCS and Education Scotland, to actively consider whether the current level of flexibility remains appropriate. If it is agreed that the existing level of flexibility is insufficient, the working group should consider what steps might be taken to increase this flexibility including further discussion at the Strategic Board for Teacher Education, discussion with the Scottish Council of Deans of Education and possibly making direct representation to Universities Scotland.

**Learning Directorate: Teacher Education and Leadership
February 2019**

Strategic Board for Teacher Education**Action Tracker (Meeting 16)**

No.	Action	Update	lead
1.	Secretariat to publish minute of 11 September meeting and associated supporting papers on the Scottish Government website.	completed	SB
2.	SCDE and GTCS to consider the complexity of student placement patterns at their meeting in January and to report on any outcomes reached to the Student Placement Management Group (SPMG).	This is currently under consideration by SPMG. Board to be updated in due course.	KH
3.	SPMG to consider options for supporting students to access placements in more remote and rural locations of Scotland or in schools where placement offers are not currently being utilised.	As above	KH
4.	SPMG to establish what impact the shift to an opt out system for schools has had on the number of student placement opportunities being made available.	As above	KH
5.	SPMG to confirm the timing of its next annual update to the SBTE secretariat.	As above	KH
6.	Board Members to feedback any additional points in relation to the Teacher Induction Scheme paper to the Secretariat ahead of the 17 January 2020 meeting of TISORG	No further comments received.	All
7.	An information paper confirming the outcome of the January 2020 TISORG meeting to be prepared for the next Board meeting on 5 February 2020.	Information paper circulated to Board.	SB
8.	Secretariat to circulate the Early Phase Career Sub-group presentation along with the full analysis of the survey responses, once completed.	Full analysis of responses shared with the Early Phase Career Sub-Group members at their meeting on 21 January 2020. This data is available from the Board Secretariat if required.	SB

9.	Early Phase Career Sub-group to develop Phase 2 of its work plan taking on board the feedback received from Board members. To share this with the SBTE at their 5 February meeting.	On 5 February agenda	SB
10.	Education Scotland to produce a pictorial representation of the enhanced professional learning offer to teachers.	Currently being scoped out. Likely to be a web resource that directs teachers to appropriate development activity and available from summer 2020.	GH
11.	Secretariat to circulate ES presentations on professional learning offer to teachers and coaching and mentoring.	Completed	SB
12.	Education Scotland to establish a working group to take forward the development and implementation of a national coaching and mentoring strategy, ensuring that SBTE remains informed of progress.	This working group of stakeholders will meet in February 2020 to consider the recommendations further, initially identifying current practice and gaps and aiming to formulate a strategy by summer 2020.	LW
13.	Members to suggest venues for future meetings.	29 April meeting to be held at GTCS	All

CURRICULUM AND ASSESSMENT BOARD – UPDATE

1. The Curriculum and Assessment Board last met on 4 December 2019 at Lasswade High School, Bonnyrigg.
2. The Board discussed:

The Expansion of Funded Early Learning and Childcare

Board members were provided with an overview of Scottish Government work to increase the entitlement to funded early learning and childcare from 600 to 1,140 hours per year for all 3 and 4 year olds and eligible 2 year olds. Board members were asked to consider how primary school provision may need to adapt to changes made in early learning and childcare.

The Senior Phase Review

Board members were provided with the proposed scope of the senior phase review and invited to provide comment.

PISA Results

Board members were provided with a detailed presentation covering Scotland's performance in the OECD's Programme for International Student Assessment (PISA). Board members were then invited to provide comment.

3. The Board agreed:

The Expansion of Funded Early Learning and Childcare

- Good work is taking place across both primary school and early learning and childcare sectors but there is a need to better understand the extent to which transition between the two feels coherent and how that might impact on parental decisions to defer a child's school start date.
- It is right that quality of provision is at the centre of the expansion as this provides the best chance to support the reduction in the poverty related attainment gap.
- The focus on ensuring a highly skilled early learning childcare workforce is vital as is work to promote routes into an increased number of early learning and childcare roles.
- There is a need to support schools in managing transitions from a potentially increased number of early learning and childcare providers.
- There is a need to support primary schools in providing experiences that tend to be more prevalent in early learning and childcare settings e.g play based learning and outdoor learning.
- Work should be commissioned to gather evidence on learning throughout the early level of the curriculum. This will help to determine the most appropriate support that can be offered across the education system.

The Senior Phase Review

- The proposal to have the OECD lead the review with support from a 'practitioners forum' was generally welcomed.
- The composition of the practitioners forum was important as it will help to ensure that the review is as effective as possible.

- There are a number of areas that the review could include in its scope but it is important that the final scope is based on clearly defined research questions and achievable in relation to the time and resource available.
- It would be helpful for the Deputy First Minister and Cabinet Secretary for Education and Skills to be informed of the Board's feedback before he finalises the scope of the review.

PISA Results

- It is important to consider PISA results alongside other relevant data before any conclusions are made about Scottish education.
 - It would be helpful for the Scottish Government to conduct further appropriate analysis in relation the PISA results and to use that evidence to inform future policy decisions.
 - It would be useful to consider how Scotland's approach differs from similar countries who have performed better in PISA.
4. The Board is next due to meet on Wednesday 5 March 2020 at a yet to be identified venue.

**Curriculum and Assessment Board Secretariat
January 2020**

STRATEGIC BOARD FOR TEACHER EDUCATION

SCOTTISH EDUCATION COUNCIL – UPDATE

- The Scottish Education Council have met on one occasion (15 January 2020) since the last update provided to the Strategic Board for Teacher Education.
- The council revisited Musselburgh Grammar School (MGS), to report back on the issues raised by the pupils of MGS at the ‘youth takeover’ council meeting of November 2018. The agenda thus included discussions of health and wellbeing, equity, and SQA changes to exams.
- A discussion of the report on the Learner Panel featured on the agenda but was deferred due to time constraints. This will be raised at the next meeting of the council, scheduled for 18 March 2020.
- Minutes of all previous meetings and supporting documents are published on the Scottish Government website: <https://beta.gov.scot/groups/scottish-education-council/>.

SBTE PAPER FOR INFORMATION

TEACHER INDUCTION SCHEME ONGOING REVIEW GROUP (TISORG)

This paper provides SBTE with an update of the key issues discussed at the recent meeting of TISORG on 17 January 2020.

Aligning Primary and secondary Preference Waiver Payments

Consideration of aligning the Preference Waiver payment awarded to primary teachers (currently £6000) with that of secondary (currently £8000) was discussed at the last SBTE. The view of the board was that in the interests of equity this should be considered further. Whilst it was acknowledged that this can be objectively justified in terms of the demand for secondary being greater than primary, TISORG have also agreed that these payments should be aligned for 2021 intakes. Scottish Government and COSLA will discuss financial implications.

Probationer Choices

TISORG agreed to leave the number of probationer choices of local authorities at 5 as it was considered that to reduce the number of choices would exacerbate the current trend of probationers seeking places in the central belt and west of Scotland.

Probationer / Teacher Support

The role of the local authority probation manager was raised in recognition that this has changed significantly and in some cases local authorities do not have a dedicated probation manager. In addition the increase in the number of probationers over the past few years means that more teachers are being involved in supporting them to ensure they meet the Standard for Full Registration.

It was agreed that guidance on what is expected of teachers supporting probationers would be helpful. GTCS and LA representatives on the group will produce a first draft for the next TISORG meeting in June. Whilst it was recognised that it is a matter for local authorities to determine their support structures, TISORG would welcome that the lead teacher role include coaching and mentoring of student and newly qualified teachers.

The issue of the number of probationers requiring additional support to help them achieve the standard was also discussed. Whilst much of this is anecdotal and numbers expected to be small, GTCS and the LA representatives will consider this further and examine any local data.

Other

GTCS are also putting a call out for additional local authority probation managers to join TISORG which meets three times a year.

Date of next TISORG to be confirmed for a date in June.

Learning Directorate

SBTE Information Paper to note

Information on ITE intake figures for 2019/20

1. Information on intakes into ITE courses in 2019-20, has been published on the Scottish Government Website.

<https://www.gov.scot/publications/initial-teacher-education-student-teacher-intake-2019/>.

2. Members of the Board are reminded that these are provisional figures provided by the ITE universities as at October 2019 and as such should not be considered as official statistics. Official statistics are published by HESA a year later.

3. The figures show that that overall intakes into ITE courses have decreased to 3,890 in 2019-20 compared to 3,902 last year, a small decrease of 12. Intakes to Secondary PGDE courses have decreased to 1,445 compared to 1,494 last year. This is 80% of the target compared to the 85% achieved last year. However, the PGDE secondary target was increased by 50 in 2019-20. Primary PGDE intake has again exceeded target. Universities have found the Secondary PGDE target of 1,800 in 2019-20 challenging to meet, which has led to a small overall reduction in intakes to initial teacher education courses in 2019-20.

4. Intakes to traditionally hard to fill subjects such as Maths, Physics, Chemistry and Home Economics have increased. Primary PGDE intake has exceeded target again in 2019-20.

5. Alternative routes into teaching are helping towards achieving targets for individual secondary subjects and will continue to do so in 2020-21, along with STEM bursaries. The 'Teaching Makes People' recruitment campaign will also continue to promote teaching as a career.

Intakes Targets for 202/21

6. The Scottish Government has accepted the advice of the Teacher Workforce Planning Advisory Group (TWPAG) that the overall target for recruitment into ITE courses for 2020/21 will be 4,070, which is a small reduction compared to last year's target of 4,180. This includes a reduction of 110 Primary PGDE places. This information has been recommended to the Scottish Funding Council on 23 January 2020.

7. The advice from the TWPAG, which is co-chaired by Learning Directorate officials and the Scottish Council of Deans of Education, to reduce the Primary PGDE intake target is based on statistical modelling which takes into account a range of information including population projections and a range of data on the teaching workforce from the annual teacher census.

8. This current modelling fits within a wider picture of evidence which indicates that we may face an oversupply of primary teachers, which includes:

- A reduction in employment in schools the following year for primary teachers who have completed the teacher induction scheme.

- A substantial fall in teacher vacancies at primary level.
- Challenges around securing places for a large number of primary probationers (227) on the 2019 Teacher Induction Scheme.
- A steady increase in teacher numbers over the last 4 years, with Primary teacher numbers now at their highest level since 1980.

9. The model has suggested the need for a reduction in the Primary PGDE target for a number of years. In fact, it actually projects the requirement for a much greater decrease. However, the Teacher Workforce Planning Advisory Group has not previously followed that advice. The impact of not beginning a reduction in primary ITE provision at this stage, could create an oversupply in Primary in the longer term, leading to potential teacher unemployment and more likely, early career teachers finding it much harder to find employment.

10. Teacher unemployment was a significant issue when teacher numbers were at a peak in 2009, which led to substantial reductions in ITE targets over subsequent years.

Learning Directorate

January 2020

PRD Resources and Useful links

The links and resources listed below feature in the [Professional Review and Development Guidelines \(PDF\)](#)

- [Professional Review and Development](#)

Links

- GTCS Professional Update and Annual Evaluations: [Longitudinal Report: 2014-2018](#)
- Professional Standards: [Standards for Registration](#)
- Teacher Professionalism: [Teacher Professionalism and Professional Learning in Scotland](#)
- Professional Learning: [What is Professional Learning?](#)
- Professional Update: [What do I need to know and do?](#)
- Roles and responsibilities for all: [PRD Roles and Responsibilities](#)
- Local Authorities and Employers: [PRD for Local Authorities and Employers](#)
- Protected Characteristics: [PRD for Local Authorities and Employers](#)
- Coaching Approaches: [Coaching and Mentoring](#)
- Unconscious Bias: [PRD for Local Authorities and Employers](#)
- PL Planning Cycle: [What is Professional Learning?](#)
- National Model of Professional Learning: [Education Scotland Website](#)
- Coaching wheels: [Using a Coaching Wheel for reflection and self-evaluation against the Standards](#)
- Professional Learning Records: [What is Professional Learning?](#)
- PRD Myths and Legends: [PRD Myths and Legends](#)

Resources

[Guidance to use Resources \(PDF\)](#)

Culture and Climate Resource

- [Green - Culture and Climate of Trust \(PPT\)](#)
- [Pink - Culture and Climate of Trust \(PPT\)](#)
- [Blue - Culture and Climate of Trust \(PPT\)](#)
- [Yellow - Culture and Climate of Trust \(PPT\)](#)
- [Coloured Box Wheel \(doc\)](#)
- [Culture and Climate of Trust generic self-evaluation wheel \(PDF\)](#)
- [Culture and Climate of Trust Split Wheel \(doc\)](#)
- [Self Evaluation Scoring Table - Questions Only \(doc\)](#)
- [Self Evaluation Scoring Table - Statements Only \(doc\)](#)

Readiness for PRD Resource

Readiness for PRD (PPT)

PRD Participant Voice

Personal reflections from participants in PRD.

- Benefits of a good PRD discussion
- Culture
- Ongoing professional dialogue
- Self-evaluation and reflection
- Coaching Approaches
- Protecting time for PRD
- Being a Reviewer
- Being a Reviewee
- A Supply Teacher's Positive Perspective
- Local Authority perspectives