

**STRATEGIC BOARD FOR TEACHER EDUCATION – MEETING 17
WEDNESDAY 5 FEBRUARY 2020 – CONFERENCE ROOM 3, VICTORIA
QUAY, EDINBURGH**

Present:

Andy Drought	Scottish Government (Chair)
Scott Brand	Scottish Government (Secretary)
Allyson Dobson	School Leaders Scotland (SLS)
Anne Paterson	Regional Improvement Collaboratives (RIC)
Barbara Coupar	Scottish Catholic Education Service (SCES)
Debbie Walls	Convention of Scottish Local Authorities (COSLA)
Duncan Lawrie	Newly Qualified Teacher, Fife Council
Gillian Campbell-Thowe	Glasgow City Council (GCC)
Ian Rivers	Scottish Council of Deans of Education (SCDE)
Jane Peckham	National Association of Schoolmasters/Union of Women Teachers (NASUWT)
Ken Muir	General Teaching Council for Scotland (GTCS)
Khadija Mohammed	University of the West of Scotland (UWS)
Kirsty Elder	ITE Student, University of Edinburgh
Lesley Whelan	Education Scotland
Peter McNaughton	Association of Directors of Education in Scotland (ADES)
Seamus Searson	Scottish Secondary Teachers' Association (SSTA)
Sharon McLellan	Association of Heads and Deputies in Scotland (AHDS)
Susan Quinn	Educational Institute for Scotland
David Roy	Scottish Government
Kevin Hanlon	Scottish Government
Stuart Robb	Scottish Government

Item: MQuITE Presentation

Aileen Kennedy	MQuITE project
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Item: Masters Guidance

Alison Weatherston	Education Scotland
David Burgess	Education Scotland

Observer:

Pauline Stephen	GTCS
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Welcome and Introductions

1. Andy Drought welcomed colleagues to the meeting and introduced those attending for specific items. Apologies were noted from Dougie Atkinson, Margaret Lannon and Barrie Sheppard.

Minute of previous meeting

2. The minutes of the meeting of 28 November 2019 were agreed as an accurate record. Andy Drought confirmed these would be published on the Scottish Government website, along with the supporting papers from that meeting.

Action point: Secretariat to publish minute of 28 November meeting and associated supporting papers on the Scottish Government website.

3. Kevin Hanlon highlighted that the Scottish Parliament Education and Skills Committee had announced in December 2019 that they would be undertaking an inquiry into whether graduates of initial teacher education (ITE) are sufficiently ready and confident for entering the teaching profession. This is to be done by revisiting the range of initial teacher education related recommendations contained in the Committee's report on Teacher Workforce Planning for Scotland's Schools, published in 2017. Responses to the Committee's request for written evidence on progress towards implementation of these recommendations will be published on the Scottish Parliament's website on 14 February. This information will be reviewed by the Committee and the key themes of focus for their inquiry will be decided at that stage. It is expected that witnesses will be called to provide oral evidence from mid-March and that the findings of the Committee's inquiry will be published in the summer.

MQuITE Presentation SBTE/17/03

4. The MQuITE project is sponsored by the Scottish Government and is a collaboration between all 11 initial teacher education (ITE) providers. The project is providing a more detailed insight and understanding of how effectively ITE is preparing newly qualified teachers for the classroom and will contribute significantly to the ongoing development, delivery and improvement of teacher education in Scotland.

5. Aileen Kennedy, Principal Investigator, MQuITE, presented the findings to date. She confirmed that the aim of the project is to develop, collaboratively, a framework for assessing ITE quality, based on the findings from a five year cohort study that started in 2018. To date the team had completed a number of tasks including:-

- Literature review
- Ongoing development of their quality framework
- Surveys of 2018 ITE graduates and at end of induction in 2019

- Survey of 2019 ITE graduates
- Comparisons against international surveys (e.g. TALIS)

Key Findings

6. Seven key findings have emerged from their analysis of the data. These are:-

- Students, school mentors and university staff have broadly similar views but differ on whether there is genuine partnership working across the three groupings.
- Primary teachers feel well prepared to teach numeracy, literacy and health and wellbeing but are less confident in the teaching of modern languages.
- New teachers' feelings of preparedness generally dip during the induction year.
- CPD requirements include additional support needs and managing children and young people behaviours. Areas for development are broadly similar at the end of ITE and the induction year. These include approaches to individualised learning, teaching cross curricular skills, student assessment practices and teaching in a multicultural setting.
- School based mentors have a complex job dealing with students from different universities and programmes. Most mentors have completed their ITE in Scotland and approximately half have undertaken professional learning relating to mentoring.
- Graduates generally have a positive view of the profession and their future in it. Most still want to be a teacher at the end of ITE and their probationary year.
- ITE graduates in Scotland compare favourably against OECD countries in terms of their levels of preparedness for entering the teaching profession.

Next Steps

7. The MQulTE team will continue to move the project forward and are developing plans for the next stage of their work. This is likely to include:-

- Annual survey with study cohort
- Explore views of study cohort line managers
- End of ITE survey of Napier and QMU students
- Development of further opportunities for comparative work

8. Ian Rivers confirmed the ITE Self-Evaluation Symposium event held in October 2019 had explored the various approaches being taken by universities to deliver numeracy content within ITE programmes. MQulTE had presented their findings at that event and it had been agreed that it would be important to ensure close links were maintained so that learnings are shared across both these workstreams. Aileen Kennedy also confirmed she is to meet with the Committee Clerk and the Scottish Parliament Information Centre to share findings from the project.

9. Board members made the following comments:-

- The Education Committee may want to explore further the diverging views on partnership working and levels of preparedness to enter the profession between students, schools and universities.
- Following publication of Teaching Scotland's Future, a model partnership document had been developed for use across the country. This was aimed at ensuring greater partnership between universities, local authorities and schools. All agreed there would be merit in reviewing and reissuing this guidance.
- It would be important to identify whether CPD needs of BME teachers differed from the study cohort as a whole and if drop-out rates from ITE and the profession showed any variation over time. Rural issues should be analysed as a sub-set, especially given that placement offers in rural areas are not being fully taken up.
- MQuITE survey results are consistent with the Early Phase Career sub-group findings to date.
- The Scottish Attainment Challenge is sponsoring several projects that focus on the poverty-related attainment gap and it would be important to ensure links between this work and MQuITE are maintained.

Action point: Aileen Kennedy to follow up with Khadija Mohammed and Anne Paterson about BME and rural data respectively.

Action point: Scottish Government to review guidance on partnership working in consultation with key stakeholders.

Action point: Scottish Government to ensure the link between MQuITE and the Scottish Attainment Challenge projects is maintained.

Early Phase Career Sub-group

10. David Roy updated the Board on the work of the sub-group. He said they had last met on 21 January to discuss the final analysis of the survey responses received from early career phase teachers and to begin scoping the next phase of their work. The sub-group will meet again on 23 April and on 2 June, by which time they should be in a position to present their plans to the SBTE for further discussion.

Enabling Teacher Agency Working Group Update SBTE/17/04

11. Lesley Whelan updated the Board on the work of this group. As agreed at the Scottish Negotiating Committee for Teachers, this group has representation from local authorities and professional associations. The group met again on 27 January, agreed their terms of reference and an initial work plan to take forward the majority of the proposals. The group confirmed that the proposals

encompass areas beyond health and well-being and should be aimed at teachers at all stages of their career. The group will meet again in March and thereafter will meet every quarter over the next year.

Action point – ES to invite GTCS to the next meeting of the group to ensure read across to the revised Professional Standards

Masters Guidance SBTE/17/05

12. Andy Drought said the paper from Education Scotland acknowledged the relatively limited progress made to date on this issue.

13. Ian Rivers said one of the main issues has been credit transfer between universities. At present each university operates its own limits on transfer which typically fall between 33% and 66% of a programme. These protocols are set by the university registrars and the individual schools of education have little say in this. However, there is more conformity around currency of credits with 5 years after completion being the normal time that universities accept as still valid. It was noted that the development of the Headship qualifications had provided a coherent transfer model for those switching university.

14. David Burgess said that the working group had met on numerous occasions and had aimed to ensure a better understanding by teachers of how to access masters level learning. A website has been built that will go live shortly and this will list contacts at the various universities along with helpful guidance for those considering masters level learning as part of their ITE.

15. Some members commented that masters level learning was not attractive to many in the profession. This included both newly qualified teachers who needed more support and incentive in this area and established teachers who had been away from formal study for many years.

16. It was raised that clarity was needed on whether the Scottish Government policy is for the completion of a full masters programme or masters modules; and at what stage in a teacher's career individuals are expected to achieve this. There is a need to avoid groups of teachers (e.g. early phase) being encouraged to access masters level learning whilst the wider workforce is not; and to ensure links are made with the work underway on Career Pathways and the Headship programmes.

Action point: Secretariat to bring this issue back to a future meeting for a more strategically focused discussion. To also consider broadening representation beyond the current SBTE membership.

Work Plan & Action Tracker (SBTE/17/06 & 07)

Work Plan

17. Ken Muir informed the Board that the GTCS launched a suite of PRD resources on 31 October. These included school readiness resources and individually tailored packages for local authority officers and headteachers.

18. Andy Drought asked members to send any comments on the Work Plan to the Secretariat and confirmed the action tracker would be updated following the meeting.

AOB

19. Ken Muir said that the GTCS in partnership with a local authority is exploring how to help learning support assistants to become teachers. This approach would necessarily ensure compliance with existing GTCS entry requirements and any ITE programme developed would necessarily be delivered with a university partner.

Action Point: Secretariat to capture this detail in the action tracker to ensure the Board remains sighted on progress.

20. Andy Drought said he was keen to structure future Board meetings to allow members the time to consider single strategic issues in greater depth. With that approach in mind he asked the Board for views on using the April meeting to focus on teacher education and rurality and specifically to discuss:-

- What has been done to date to resolve these issues
- What alternative approaches might exist
- Whether there are any international approaches we could learn from;
- Whether there has been any good practice identified within RICs to date; and
- What the role of technology is/should be.

21. The Board confirmed support for this approach and Andy undertook to circulate an initial starter paper for members to develop further in advance of the April meeting.

Action point: Secretariat to arrange for the next agenda to be a strategic discussion on teacher education and rurality and to develop a discussion paper collegiately with Board members.

Date of future meetings

22. Dates of future meetings confirmed as:

- **Wednesday 29 April at 2.00 pm** (provisional venue - GTCS, Clerwood House, Edinburgh). Andy Drought suggested that given the agenda was focussing on rurality, there may be merit in meeting outwith the central belt. Members were invited to offer suitable locations.
- **Tuesday 2 June at 1.00 pm**, Victoria Quay, Edinburgh

Action point: Members to consider alternative venues for the April Board meeting.

**SBTE Secretariat
February 2020**

Strategic Board for Teacher Education

Action Tracker (Meeting 17)

No.	Action	Update	lead
1.	Secretariat to publish minute of 28 November meeting and associated supporting papers on the Scottish Government website.		SB
2.	Aileen Kennedy to follow up with Khadija Mohammed and Anne Paterson about BME and rural data respectively.		KH/AP
3.	Scottish Government to review guidance on partnership working in consultation with key stakeholders.		SB
4.	Scottish Government to ensure the link between MQulTE and the Scottish Attainment Challenge projects is maintained.		SB
5.	ES to invite GTCS to the next meeting of the Enabling Teacher Agency group to ensure read across to the revised Professional Standards.		LW
6.	Secretariat to bring Masters issue back to a future meeting for a more strategically focused discussion. To also consider broadening representation beyond the current SBTE membership.		SB
7.	Secretariat to capture detail on GTCS project to help learning support assistants to become teachers in action tracker to ensure the Board remains sighted on progress.		SB
8.	Secretariat to arrange for the April agenda to be a strategic discussion on teacher education and rurality and develop a paper collegiately with Board members.		SB
9.	Members to suggest venues for future meetings (including a rural location for 29 April meeting).		All