STRATEGIC BOARD FOR TEACHER EDUCATION : MEETING 15
WEDNESDAY 11 SEPTEMBER 2019: 10.00 – 12.00
**CONFERENCE ROOM 2, VICTORIA QUAY, EDINBURGH, EH6 6QQ**

AGENDA

1. Welcome and Introductions

2. Previous minutes (22 May 2019) (SBTE/15/02)

3. Evaluation of Alternative Routes into Teaching (SBTE/15/03)

4. Enhanced Leadership Support Package for Teachers (SBTE/15/04)

5. Masters Guidance (oral update)

6. Research Strategy Publication: Knowledge Utilisation Mapping Study (SBTE/15/05)

6. Work Plan and Action Tracker (SBTE/15/06 & SBTE/15/07)

7. AOB

8. Date of next meeting

For Information

9. Curriculum and Assessment Board update (SBTE/15/08)

10. Scottish Education Council update (SBTE/15/09)

11. Teacher Recruitment Campaign (SBTE/15/10)

12. Headteacher Recruitment, Future Planning and Policy Developments (SBTE/15/11)

Secretariat
September 2019
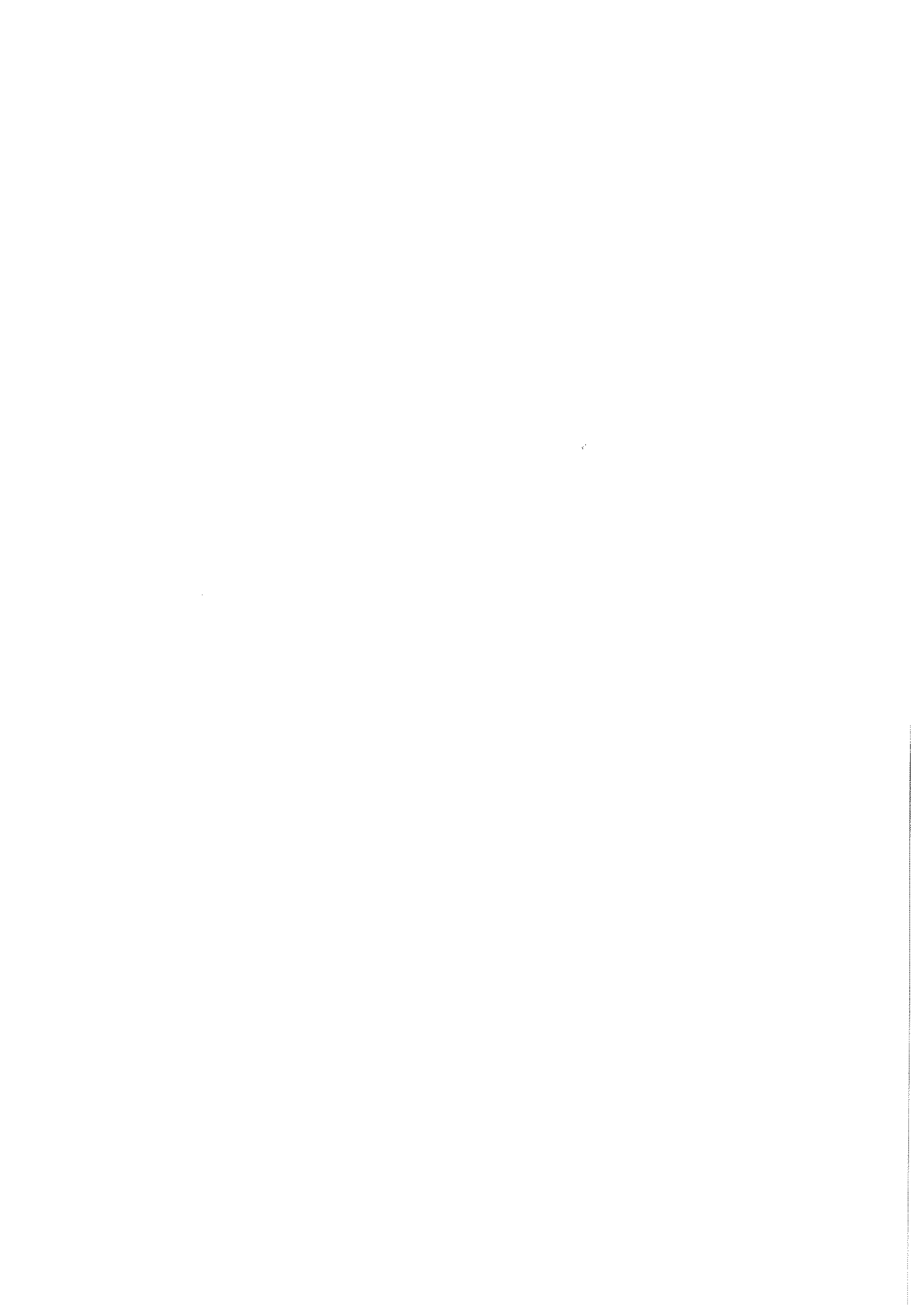
Meeting date: **11 September 2019**
Agenda item: **3**

Purpose: **For discussion**

TITLE: **Evaluation of Alternative Routes into Teaching**

Key Issues:
- SG has worked with each of the universities who have led on the development and delivery of the current range of alternative routes into teaching to undertake an evaluation of their impact to date.
- This paper presents a detailed analysis of the findings from this work along with a summary of the key considerations and actions that we propose taking forward with key partners over the short, medium and longer term.

Action Required: SBTE members are invited to endorse the next steps proposed and to provide their views in respect of the key issues identified for the Board to consider.

Author: Kevin Hanlon   **Date: September 2019**

EVALUATION OF ALTERNATIVE ROUTES INTO TEACHING

Purpose

1. Over the past few months the SG Teacher Education & Leadership Unit has worked with the General Teaching Council for Scotland (GTCS) and each of the Initial Teacher Education (ITE) institutions involved in the delivery of the current programme of alternative routes into teaching to evaluate their impact to date and to identify the emerging lessons learned.

2. This paper provides a detailed analysis of the benefits and challenges associated with each of the 18 alternative routes programmes and provides a summary overview of the further action that is to be taken forward in partnership with universities, GTCS, the Scottish Funding Council (SFC) and the Association of Directors of Education in Scotland (ADES) over the short, medium and longer term.

Background

3. A total of eleven alternative routes were announced by the Deputy First Minister in November 2016. A further seven alternative routes were supported either before or after this date and this provision is also considered in this paper.

4. The focus of these programmes is primarily to aid with ongoing issues in respect of teacher recruitment. They do this in a number of ways including through qualifying new teachers more quickly in the priority Science, Technology, Engineering and Maths (STEM) subjects by combining post-graduate education with the teacher probation year, providing targeted help for former teachers looking to return to the profession, and developing teachers able to work in both primary and secondary schools.

Position

5. Over the past two academic years (2017/18 and 2018/19) these alternative routes have attracted a total of **799** participants. Of that total, **360** have completed their programmes and **300** are continuing, representing an overall retention rate of **83%**. This compares favourably with traditional teacher education programmes, which on average report retention rates in the region of **80%**.

6. In considering the overall impact of this provision to date, it is clear these programmes are:

   - attracting individuals from diverse academic and professional backgrounds into the teaching profession;
   - contributing towards the number of ITE students going into the priority STEM subjects;
   - developing the professional competence of existing teaching staff through the mentoring support being given to students;
   - resulting in the qualification of teachers with masters degrees able to teach across both the primary and secondary school settings, which in turn is challenging existing professional boundaries.

Presentation

7. The paper is presented in two main sections:

   – **Annex A** groups each of the alternative routes into five cluster themes that reflect either the structure of the programme and/or the particular participant group each is targetting; and provides a summary overview of the key considerations and actions that have emerged through this evaluation that will be considered further in partnership with universities, GTCS, the Scottish Funding Council (SFC) and the Association of Directors of Education in Scotland (ADES) over the short, medium and longer term;

   – **Annex B** provides a detailed analysis of each programme from the perspective of both the university and students and, based on this information, includes an assessment of the impact each has had to date.

Action

8. This is a significant and detailed piece of work and many of the issues that have been identified within **Annex A** will need to be considered more fully to better understand what we have learned and what we should be looking to change as a result.

9. **The SBTE is asked to note these findings and confirm support for the next steps that are to be taken to further examine the ongoing role of these alternative routes in current Scottish ITE provision; and to provide views in respect of the following key issues:**

   • how we promote the value of the new types of qualifications that some of the alternative route programmes offer to ensure a greater understanding amongst the teaching workforce;
   • how we help to reach consensus on the registration category applied to graduates of some of these programmes to better reflect the skill set they have to offer to children and young people;
   • how we encourage and support national coverage of programmes that are currently limited to a select number of local authorities;
   • how we ensure the ongoing provision of school placements through the Student Placement System while helping schools to further develop their mentoring capacity ensuring they are better prepared to support student teachers participating in all ITE programmes.

SG TEACHER EDUCATION & LEADERSHIP UNIT
September 2019

ALTERNATIVE ROUTES – KEY CONSIDERATIONS AND ACTIONS

Theme 1 - Programmes targeting Career Changers

Primary provision - DLITE (Aberdeen) & LTT (Dundee)

Position

1. Aberdeen and Dundee universities are both offering blended distance learning programmes that are aligned to their existing PGDE Primary programmes and which are predominately aimed at existing local authority staff wanting to change career into teaching.

Considerations

- Given the similarities between both these programmes, what scope exists for Aberdeen and Dundee universities to work together to agree how this provision might be offered across a wider range of local authorities where geographical recruitment pressures exist?
- To explore with the SFC if there is flexibility in the rate of ITE tariff paid for programmes (i.e. LTT/SIR/PIM) if it can be shown that the cost of programme delivery is higher than those associated with 'core' provision?
- Given the high gender imbalance on these programmes, what scope does this model offer to target more males into the Primary teaching workforce?
- There appears to be some challenge in retaining participants on programmes. Are there any lessons to be learned from recruitment and/or programme delivery practice that can positively impact on current levels of attrition?

Secondary provision – DLITE (Aberdeen); iSTEP (Aberdeen)

Position

2. There are a relatively small number of career changers currently participating in the DLITE secondary programme, despite the ongoing demand that exists for secondary STEM teachers at national level. The iSTEP programme closed at the end of academic year 2018/19 following an upturn in the oil and gas sector resulting in a reduced demand for the programme.

Considerations

- As was originally intended, should the Aberdeen DLITE Secondary programme now be extended beyond the Northern Alliance to local authority staff across Scotland who may be interested in pursuing a career in teaching?
- As with the equivalent DLITE Primary provision, are there any lessons to be learned from recruitment and/or programme delivery practice that can positively impact on current levels of attrition?
- Given the range of alternative routes that include an offer of financial support to attract career changers into the teaching profession, do we know if students from specific backgrounds fair better than others when it comes to successfully completing their programmes i.e. public v private sector?

Theme 2 - Programmes offering integrated route to meeting full GTCS registration with Financial Support

Supported Induction Route (Dundee), Partnership Induction Model (Dundee) & Combined PGDE with Masters programme (Strathclyde)

Position

1. The Dundee SIR & PIM programmes are both subject to formal evaluation by the universities themselves and the findings from that process should be used alongside the SG evaluation to determine the future role that both could play in supporting eligible applicants to join the teaching profession.

2. In the case of the Strathclyde combined PGDE with Masters, there would appear to be merit in revisiting the timing of delivery given the challenges that have been faced by participants in securing financial support when entering the probationary year phase of delivery.

Considerations

- It is clear the financial support on offer has been a key enabler in attracting participants to these programmes, but do we understand the unintended impacts these programmes are having on recruitment to traditional PGDE programmes on offer by both Dundee and Strathclyde?
- In the context of both SIR and PIM, what would be the implications of expanding this provision across a greater number of local authorities, given the probationer fund is used to provide financial support to participants?
- In respect of SIR and PIM it is not yet clear how both these programmes should co-exist within the suite of ITE programmes on offer by Dundee, given the very similar participant group being targeted. Are the USPs of both sufficiently clear and does the university have a strategy for identifying suitable applicants to both over the longer term?
- Are there any lessons to be learned from recruitment and/or programme delivery practice to both these programmes that can help to positively impact on current levels of attrition?
- In relation to the Strathclyde combined PGDE with Masters programme, what would be the implications of changing the start date given the lack of consistency that exists in how the probationer salary is being calculated across participating local authorities? If this is not an option, what action is needed to ensure a consistency of approach by participating local authorities in the payment of the probationer salary?

Theme 3 - Programmes aimed at existing teachers wanting to teach in Scotland.

Returning to Teaching (Edinburgh), MEd in Inclusive Education, Policy & Enquiry – Irish Route (Glasgow) and PG Cert in Education Studies (Aberdeen)

Position

1. These programme offer a pathway to those who already meet the GTCS entry requirements to teach in Scotland but who have had a period away from the profession or who lack the requisite knowledge of the current Scottish education system to teach with confidence.

Considerations

- The blended learning approach offered through the University of Edinburgh Returning to Teaching programme is proving to be attractive to those with the qualifications required by the GTCS to teach in Scotland but don't have day to day experience of teaching in a Scottish classroom. However, more work is needed to ensure existing barriers to making the transition from programme completion to employment are overcome. What more can be done by local authorities to support participants exiting the programme into employment? And are there changes needed to the programme structure to help ensure any perceived barriers to employment are addressed as early as possible?
- What incentives might be offered through this route to attract under-represented groups into the profession as well as those with the requisite skills to teach in the shortage subjects?
- Given the challenges that exist in recruiting teachers from outwith Scotland, what key lessons can be learned from the experience gained through delivery of the University of Glasgow MEd in Inclusive Education, Policy & Enquiry programme, which was aimed at attracting newly qualified Catholic primary and secondary teachers (who have a STEM or English specialism) from Ireland?
- Some of the participants on the PG Cert in Education Studies programme delivered by the University of Aberdeen are required to pay their own fees. These have been set at £1340 for the 2019/20 academic year (assuming both modules are taken). Given fee costs have been highlighted by students as a barrier to participation in the programme and there are currently inconsistencies in the approach being taken by employing local authorities with some paying fees and others not, what options exist to ensure equity for all?
- There are also variable salary rates being paid by local authorities to participants on the PG Cert in Education Studies programme. SNCT Joint Secretaries to be invited to offer a view on ensuring a consistency of approach.

Theme 4 - Programmes aimed at developing pedagogical skills to enable graduates to teach across the early years, primary and secondary settings.

MEd Middle Years - Maths/Science (Glasgow) & MSc Transformative
Learning and Teaching (Edinburgh)

Position

1. These programmes have been developed to address issues of transition faced by children and young people by developing graduates that can teach across both the primary and secondary school setting and to increase the number of teachers in the STEM subject areas.

Considerations

- Retention in the MEd Middle Years (Maths/Science) Education programme delivered by Glasgow has been difficult. In addition to the challenges faced by participants on a programme that aims to test traditional professional boundaries, the university has stated that retention is not being helped by the uncertainty over the GTCS Registration category that is to be assigned to those who graduate from this as well as the Edinburgh MSc Transformative Learning and Teaching programme. What further steps are needed to help ensure consensus is reached on the GTCS registration category applied to graduates of both these programmes and in the long-term is it viable to maintain a register that divides the profession so clearly between two overriding categories?
- Are there any lessons to be learned from recruitment and/or delivery practice applied by Glasgow in relation to the MEd Middle Years (Maths/Science) Education programme that can help to positively impact on current levels of attrition?
- Given the challenges that have been faced in working with local authorities to ensure that placements are delivered in a way that best supports the learning of participants on both these programmes, is there a greater role for the Student Placement Management Group (SPMG) in their capacity as the partnership group overseeing application of the Student Placement System (SPS) and GTCS in their role as administrator of the Teacher Induction Scheme to help improve this important aspect of programme delivery?
- Could SCDE or the Scottish Government do more to promote the value of these new types of qualifications to ensure a greater understanding of the additionality these programmes offer?
- Is there any early learning to be shared about the benefits to students from completing a Master's degree at this stage in their career?

Theme 5 - Programmes aimed at developing undergraduate level subject knowledge combined with a teaching qualification.

BSc Education with Chemistry and Physics (University of West of Scotland); BSc (Hons) Primary with Specialism (Stirling); BSc (Hons) with TQ in Chemistry, Physics and Technology (Stirling); BA (Hons) Food, Nutrition & Textiles Education (University of the Highlands & Islands)

Position

1. These undergraduate programmes have been developed to address particular priority skills gaps in the primary sector and to increase the number of secondary teachers in the STEM subject areas.

2. It is also worth noting that the University of Strathclyde will be delivering their HND articulation programme from the beginning of the 2019/20 academic year. This offers an innovative way of further diversifying the teaching workforce by extending the opportunity for HND level college graduates in a STEM related subject to access an undergraduate subject degree programme with teaching qualification.

Considerations

- The University of Stirling have highlighted two issues impacting on delivery of their programmes that have national implications, namely:

- Students do not often know what their placement will be until a few days before the due start date. The university has appointed a senior colleague to the role of Director of Placements to help address this issue, but is there a greater role for the Student Placement Management Group (SPMG) to play in their capacity as the partnership group overseeing application of the Student Placement System (SPS) to help improve this important aspect of programme delivery?
- The need for greater support for schools to be able to provide a quality mentoring experience for all students has also been flagged. Whilst this point is not reflected in the evaluation returns from other universities, the issue of available capacity and capability within the education system to support students and probationers in linking theory and practice has been repeatedly raised in discussions between SG and each of the ITE institutions. This aspect of teacher education will in part be explored further by the Strategic Board for Teacher Education through the work they are leading to consider how well prepared and supported newly registered teachers are during the critical early phase of their career, but what role should the SCDE, ADES and Teacher Education Partnerships be playing in helping to further develop and support mentoring capacity for ITE students at the beginning of their entry into the teaching profession?

- Given the specialist nature of the primary programme delivered by Stirling, how will these skills be recognised by GTCS on graduation and how best can we ensure these teachers are encouraged to further develop these skills when in employment?

DETAILED ANALYSIS OF EACH PROGRAMME

Theme 1 – Programmes targeting Career Changers

DLITE Primary & Secondary and iSTEP (Aberdeen); and LTT (Dundee)

(individual proformas by theme provided as separate documents)

Theme 2 - Programmes offering integrated route to meeting full GTCS registration with Financial Support

Supported Induction Route & Partnership Induction Model (Dundee); and Combined PGDE with Masters programme (Strathclyde)

(individual proformas by theme provided as separate documents)

Theme 3 - Programmes aimed at existing teachers wanting to teach in Scotland.

Returning to Teaching (Edinburgh); MEd in Inclusive Education, Policy & Enquiry – Irish Route (Glasgow); and PG Cert in Education Studies (Aberdeen)

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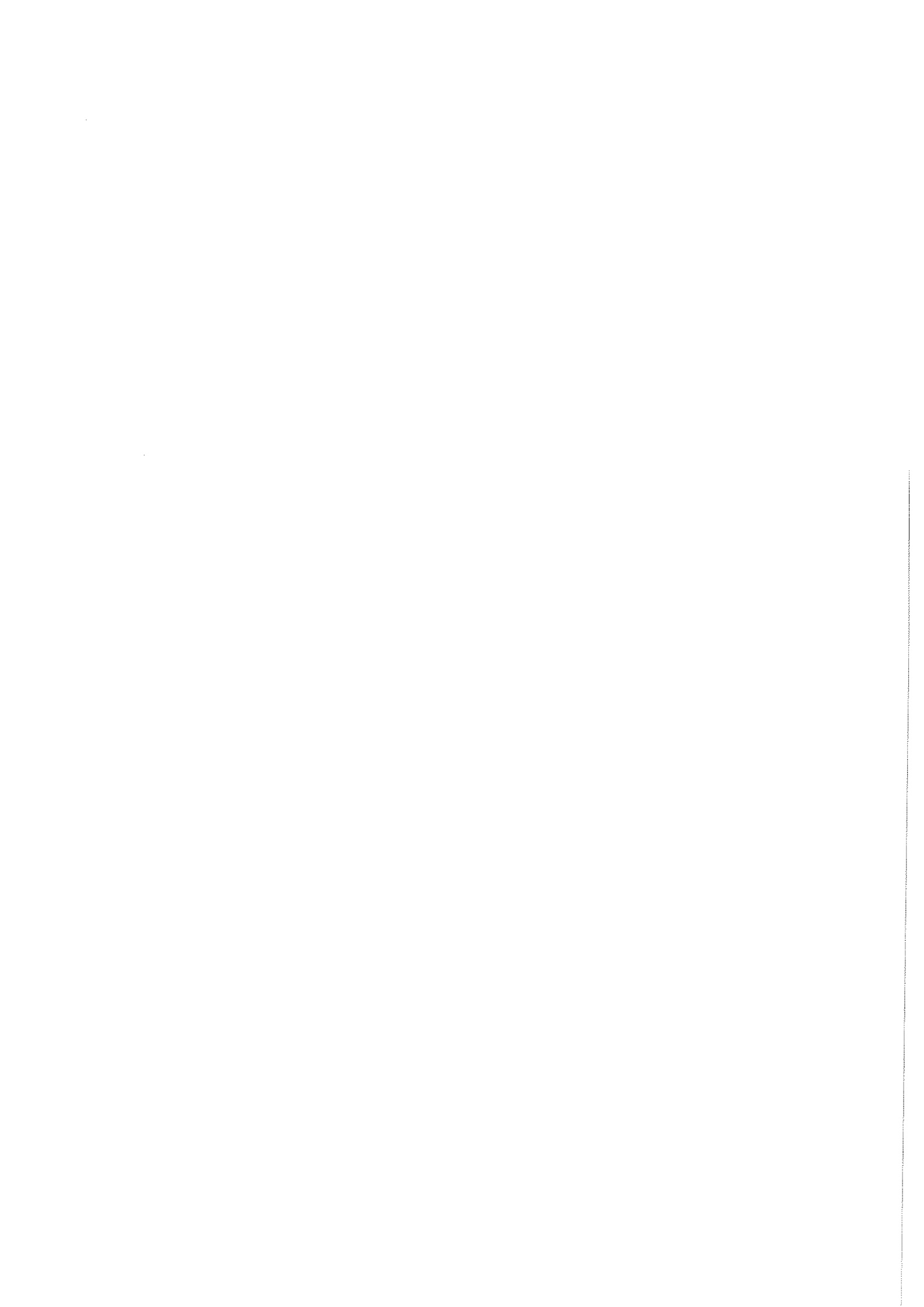
ALTERNATIVE ROUTES EVALUATION
Distance Learning Initial Teacher Education (DLITE) PRIMARY
UNIVERSITY OF ABERDEEN

1. Description of Programme

This is an 18-month blended learning programme to gain the Post Graduate Diploma in Primary Education. The programme commenced in 2013 and is currently delivered in collaboration with Aberdeen City, Aberdeenshire, Angus, Highland and Moray local authorities to meet the demand for those resident or working within the LA to gain a teaching qualification, whilst in some instances addressing staff shortages. The overarching aim is to provide wider access to ITE for those who cannot commit to the full-time programme.

The programme delivery commences each January and the aims, outcomes and assessment processes are aligned to the full-time PGDE Primary programme. Students are also required to complete 18 weeks of school experience placements, in line with GTCS requirements.

The programme continues to follow a blended learning approach and was successfully reaccredited by the GTCS in April 2019. The sponsoring of an applicant does not necessarily result in the provision of financial support, but it does guarantee that the school experience placement and the induction year will be within the sponsoring authority area, which is an option not open to full-time PGDE students.

2. SG investment

This programme was introduced before the package of alternative routes was announced in November 2016.

Year of award	Value of award
2013-14	£186,000
2014-15	£156,000
Total	£342,000

3. Intakes & Retention

Academic Year	Start Date	Intake	Academic Year-end	Completion Rate (%)	Nos continuing	Academic Year-end	Completion Rate (%)
2017/18	Jan 18	63	57	90			
2018/19	Jan 19	41	41	100	57	48	76

4. Participant demographic

Academic Year	No of Starts	Age				Gender	
		18-24	25-34	35-44	45+	M	F
2017/18	63*	5	19	26	8	4	54
2018/19	41	4	13	15	9	4	37

* age range and gender for 5 starts are not know

5. Analysis of data

This programme start pre-dates the data collection period (2017/18-2019/20). In terms of the 2017/18 intake cohort, retention is reported as 76% (n= -15). Reasons for leaving, where known, are recorded as either health or personal, with a small number during this period deemed to have not met the academic requirements of the programme.

All starting in 2018/19 remained on the programme up until the end of the academic year.

The data shows a significantly greater number of females on the programme with the largest groupings of participants unsurprisingly falling within the 25-44 age range (79%). Worth noting that the 18/19 intake shows the lowest male: female ratio (1:6) since the programme started.

6. Selection Process

All students applying for DLITE are required to meet the same eligibility criteria set for the full-time PGDE Primary programme. Applications are screened to ensure the GTCS entry requirements are met and those called for an interview are agreed with the local authority lead tutor. The interview process models that of the full-time PGDE Primary programme.

The programme now has a balance of those employed by the LA and those resident within the LA. The programme requires a high level of personal commitment, so preference is given to applicants who have some experience of working in schools or meet this through other commitments.

7. Student views on participation in programme

a. Appeal of programme

Ability to remain in full-time employment and the flexibility of programme delivery anytime, anyplace and anywhere. Smaller cohorts aid collaborative learning and further support offered by LA Lead Tutors is essential in terms of issues with school placement and pastoral care. The students are supported by University tutors and administrative staff.

b. Challenges/barriers faced and how to overcome

All students demonstrate a high level of commitment and many employers support unpaid leave for students to undertake the 18 weeks of school placement. However, many students continue to engage with their full-time employment with the LA or wider employers during school placement.

Flexibility is also offered in terms of assessment extensions (where there is good cause to do so) and if the LA agrees, some limited alterations of school placements can be implemented although the preference is to remain within the time-scales set by the programme. For those who withdraw or defer, it is normally for medical or family reasons.

c. Placement experience

Student Course Evaluation forms indicate that, overall, students have a supportive and positive school placement. Many of the students continue to work in schools as pupil support assistants, as initially these roles were taken to demonstrate prior experience and commitment when applying for the programme. The indications are that prior experience in some circumstances better prepares students for the high level of resilience needed to complete the programme. Some applicants have roles on the periphery of education, such

as sports instructors and education officers for charities, which also prepares them for the challenges of working in education.

8. Tutor views on programme delivery

a. Challenges

The nature of online learning requires a different level of student support. Tutors need to spend extended time providing support through engaging with live online "Collaborate" tutorials out with the standard working day, as well as responding to specific individual student needs dealing with extended amounts of emails. Tutors must track online discussions to monitor student engagement as a means for gauging progression and engagement with the programme, to ensure each student meets the requirement for the Standard for Provisional Registration. (SPR).

b. Successes

Students comprising of both local and non-local authority staff are highly committed.

LALT led network days to support collaborative learning between different LA's.

Students form close working communities and meet up independently to discuss progress and use social networking as a key way to communicate.

The programme continues to make a positive contribution to the teaching workforce with the regular provision of newly registered teachers who are highly likely to remain within their local authority of choice on completion of their induction year.

9. The extent to which programme met educational objectives and possible areas for improvement

The programme set out to widen access to teacher education in rural areas. This has been sustained over the years and has now extended into urban areas to enable suitably qualified and experienced graduates to enter teaching whist in paid employment.

The PGDE DLITE programme was reviewed as part of the University internal teaching review process and accreditation with the GTCS in April 2019; and is to be reshaped to come into line with the current fulltime PGDE Primary programme. Details on programme content and structure are available if required.

10. Overall lessons learned

The maintaining of strong partnership working between the University of Aberdeen and the local authorities of Aberdeen City, Aberdeenshire, Angus, Highland and Moray. IghHig

The importance of having a sustained group of Lead Authority Associate Tutor (LALT) to facilitate the network days and Local authority co-tutors (LACT) who undertake 50% of the classroom observations. To date, these partnerships have been successful.

11. Conclusions

This programme has proven to be successful in attracting people into the profession where there were barriers in applying for the full-time PGDE programme. The DLITE programme is supported by **GTCS**, as demonstrated by its recent reaccreditation; **students**, given the flexibility in delivery it affords whilst allowing some to continue to earn a salary with their local employing authority; and from **tutors**, who are committed to the idea of distance learning and who are prepared to provide support out with the traditional working day.

Overall assessment

The programme is now well established and continues to both attract and train applicants from a diverse range of backgrounds who are employed or reside in a local authority and is frequently supporting teacher shortages where there are specific shortages.

Given that participant numbers now extend beyond the local authority workforce, there would be merit in exploring both the viability of and appetite for reaching beyond those local authorities who are currently participating in its delivery.

ALTERNATIVE ROUTES EVALUATION
DLITE SECONDARY

UNIVERSITY OF ABERDEEN

1. Description of Programme

This started as a 24 month distance learning programme for local authority staff to train part-time to become qualified secondary STEM teachers to meet shortages in Local Authorities. Subjects covered include Physics with Science, Business Education, Technological Education (17/18 intake); and Computing, Chemistry with Science and Mathematics Education (18/19 intake). The first cohort completed in June 2019 and the second cohort are participating in what is now a shorter 18 month programme. To support delivery the University of Aberdeen works closely with Local Authorities and teachers who are released to become DLITE Associate Tutors (ATs).

AT roles involve co-constructing online learning materials, inputs during Network days and ongoing support to students. ATs have gained support by being included in ongoing University based development meetings over the two year period. All ATs have full access to the School of Education online environment including all relevant, teaching and visiting documentation; and have also been involved in reviewing the programme as part of the GTCS reaccreditation process in April 2019.

2. SG investment

Year of award	Value of award
2016-17	£244,437

The grant allocation for DLITE PGDE Secondary was spent on covering both the School of Education staff and associate tutor time to develop the programme, partnership liaison to support the programme, and development of the on-line learning environment.

3. Intakes & Retention

Academic Year	Start Date	Intake	Academic Year end	Completion Rate (%)	Nos continuing	Academic Year end	Completion Rate (%)
2017/18	Aug 17	11	7	64			
2018/19	Jun 19	11(includes +1 maternity	9	75	1 Maternity	5	46

4. Participant demographic

Academic Year	No of Starts		Age range					Gender	
		18-24	25-34	35-44	45+	Prefer not to say		M	F
2017-18	11*		4	3	3		2	8
2018-19	11	1	1	6	3		2	9

*Please note one student transfer from DLITE PGDE Secondary to PGDE Secondary full time.

5.   Analysis of data

In terms of the 2017/18 intake cohort, retention is reported as 46% (n= -6) with reasons for leaving reported as personal.   Of the 2018/19 intake cohort, 2 of the 11 left the programme by the end of the academic year, with personal reasons cited once again. Personal reasons for withdrawal include lack of support for childcare or participants being unable to provide the time commitment due to changing personal circumstances. There have also been instances of students not meeting the access to learning requirement for either English or Maths in the timeframe required.

The data confirms a greater number of female participants on the programme with the male: female ratio approximately (1:3) since the programme started.

6.   Selection Process

The selection process for PGDE DLITE Secondary follows the same process as the full time programme. The only difference is that students apply directly to the University of Aberdeen rather than through UCAS. Local Authorities supply the university with interested applicant details, who then receive and return an application form directly to the University.

Candidates qualifications must meet the entry requirements set by the GTCS; have relevant secondary education experience and provide an appropriate Personal Statement that demonstrates their commitment to teach. As part of the interview process, candidates are asked a series of questions exploring their desire to teach; understanding of the roles and responsibilities of a teacher; their own characteristics and skills; and their ability to recognise and reflect on their strengths and challenges.

7.   Student views on participation in programme

a.   Appeal of the programme

The ability to continue working whilst undertaking a teaching qualification, the flexibility and convenience of on-line learning and the guarantee of local school placements and probation year employment.

b.   Challenges/barriers faced and how overcome

The writing of academic assignments, balancing studies with work commitments and inconsistency of expectations during school placements.

Academic writing is supported by the University Student Learning Services team, who provide, face to face inputs; one to one online learning support; tutor online support materials and focused collaborate discussions. The programme team reviewed the balance of the online delivery model and built in consolidation points, with network days moved to better suit the needs of students. As part of the re-accreditation process, the DLITE team consulted with teacher regents, faculty heads, NQTs and current students to review the expectations of student teachers during the school experience. The focus

is now on explicit outcomes for each placement to demonstrate progression and readiness to enter the profession.

c.   Placement Experience

Students highlighted working with pupils, seeing their progress from previous teaching blocks and support from Headteachers and school management teams as positives. More challenging was meeting the expectations of their support teachers, which are reported as being 'incredibly high' and dealing with critical feedback that negatively impacted on belief in capabilities.

To help overcome these challenges, all students are given ongoing support and dialogue with their curricular tutor and additional support is provided for students who have been unsuccessful during their school experience placements.

d.   Ongoing student development needs

Key areas for continued development during the probation year are cited by students as being the further practice of questioning; pedagogical approaches for pupil collaborative and co-operative working; use of feedback, peer and self-assessment within teaching. Also highlighted was the need to gain, through experience, knowledge and confidence of each of the National Qualifications they teach.

8.   Tutor views on programme delivery

a.   Challenges

Identifying the most effective means for providing student feedback, which has led to the introduction of an online discussion board system that is supporting greater student engagement and focus.

b.   Successes

Students demonstrating a high level of resilience and work ethic in their learning and school settings, whist working full-time.

9.   Extent to which programme met educational objectives and possible areas for improvement

All subjects had already received accreditation from the GTCS. As part of the School of Education GTCS cycle, the programme has also undergone further review and development and was reaccredited in April 2019.

10. Overall lessons learned

There were no issues relating to student learning which had not been anticipated, given that the full-time PGDE programme is now well established. One challenge which did present, was that Local Authorities were unable to release staff to support the development of all subjects. This meant that for Computing and Maths the responsibility fell to the School

of Education as it did for Chemistry, given this replaced Home Economics following challenges faced with recruitment.

11. Conclusion

This programme has proven to be successful in attracting people into the profession who might otherwise have not been able to do so. It continues to enjoy support from the **GTCS**, as demonstrated by its recent reaccreditation; **students**, given the flexibility in delivery it affords whilst allowing those involved to continue to earn a salary with their local employing authority; and **tutors**, who are committed to the ideal of distance learning.

Although numbers joining this programme are small retention appears to be challenging, given that over half of cohort one (n=6) did not complete the programme and a third (n=3) of those starting in June 2019 have withdrawn.

Overall assessment

It is not clear from the evidence presented whether the capacity to deliver this programme could exceed the level of demand from the local authorities currently involved. There would be merit in exploring both the viability of and appetite for now extending the reach of this programme into local authorities nationally, given this had been the original intention when it was first developed; and for further consideration to be given (if not already being done) to reviewing the selection processes for entry to ensure that any lessons learned from current levels of attrition are used to inform current practice.

ALTERNATIVE ROUTES EVALUATION
INTO STEM TEACHING ENERGY PGDE (ISTEP)
UNIVERSITY OF ABERDEEN

1.   Description of Programme

This 12 month graduate programme was for oil and gas sector workers at risk from redundancy or who had lost their job and were interested in a change of career. Participants took up employment through an iSTEP post with one of the Local Authorities in the Northern Alliance and received a bursary of £20k from the Scottish Government. They undertook the full-time PGDE (Secondary) programme which included campus-based learning and placements in school. Simultaneously, and in addition to PGDE, participants also spent time in a local school (one day a week and network days) to gain an understanding of teaching and learning in one educational setting across an academic year.

The programme was offered in 2016/17 in partnership with Aberdeen City and Aberdeenshire for the PGDE Secondary subjects of Business Education, Chemistry, Maths and Physics. In 2018/19, it was offered in partnership with the Northern Alliance (Aberdeen City, Aberdeenshire, Argyll & Bute, Highland, Moray, Orkney, Shetland and Western Isles), for the Secondary subjects of Business Education, Chemistry, Home Economics, Maths, and Physics. This programme has now been closed due to a lack of demand following an upturn in the oil and gas sector.

2.   SG investment

Funding for this project was routed directly to local authorities to pay bursaries.

Year of award	Value of award
2016-17	£110,000
2018-19	£80,000

3.   Intakes & Retention

Academic Year	Start Date	Intake	Academic Year end	Completion Rate (%)
2017/18	Aug 17	19	10	53
2018/19	Aug 18	1	1	100

4.   Participant demographic

Academic Year	No of Starts	Age range				Gender	
		18-24	25-34	35-44	45+	M	F
2016/17	19		2	10	7	12	7
2018/19	1			1			1

5. Analysis of data

Many of the participants who formed cohort 1 had not fully explored or considered the expectations and reality of being a teacher and this had a negative impact on retention. Following a change in the fortunes of the sector, demand fell away for the programme in 2018/19 academic year, and this is reflected in the number of starts for that year.

6. Selection Process

Applications were made through UCAS to the University of Aberdeen and these were shared with the local authorities. At interview, applicants were required to meet the following selection criteria:

- Qualifications must meet GTCS minimum entry requirements
- Provide an appropriate personal statement that underpins desire to teach.
- In 2018/19, there was an additional requirement for applicants to have or to gain school experience, prior to interview. Local authorities were prepared to facilitate this.

During the interview applicants were required to:

- give a short presentation relating to Health and Wellbeing as a responsibility for all teachers. In advance of the interview candidates were directed to Health and Wellbeing policy available on the Education Scotland website.
- in a conversational setting, answer a series of questions exploring their desire to teach; understanding of the roles and responsibilities of a teacher; their own characteristics and skills and their ability to recognise and reflect on their strengths and challenges.
- Two panel members were used, one being the subject tutor and the second being a Local Authority representative.

7. Student views on participation in programme

a. Appeal of programme

Financial support to undertake the PGDE programme, guaranteed placements and employment in their home local authority for probation and beyond were cited as the main incentives for joining the programme.

b. Challenges/barriers faced and how overcome

Due to the rapid transition from working in the oil and gas sector to becoming a PGDE student teacher, many participants had not fully explored nor considered the expectations and reality of being a teacher. They had no knowledge of the role and found the requirements of the programme, both on campus and in school, extremely demanding.

There was also a lack of clarity on students' role in schools due to a delay in local authority learning agreements being in place.

c.   Placement Experience

Participants enjoyed teaching the subject, working with pupils and having the opportunity to learn. Many were overwhelmed with the work involved in preparing lessons, learning curricular content and had not anticipated the professional expectations of them.

8.   Tutor views on programme delivery

a.   Challenges

Tutors did not report anything specific, given that from a university perspective the programme was the current PGDE Secondary programme.

b.   Successes

The introduction of a requirement to having or gaining school experience prior to interview.

## 9.   Extent to which programme met educational objectives and possible areas for improvement

A number of students successfully completed the PGDE programme and subsequent probation year in the local authority.

10.   Overall lessons learned

There was a considerable difference between the expectation and reality of participants perspective of the professional requirements needing to be met in order to become a teacher. Local employment opportunities in the oil and gas sector also witnessed an upturn and this resulted in a lack of demand for the programme.

Conclusions

Given both these key and important factors, the decision was reached to bring this version of the PGDE programme delivered by the university to a close at the end of the 2018/19 academic year.
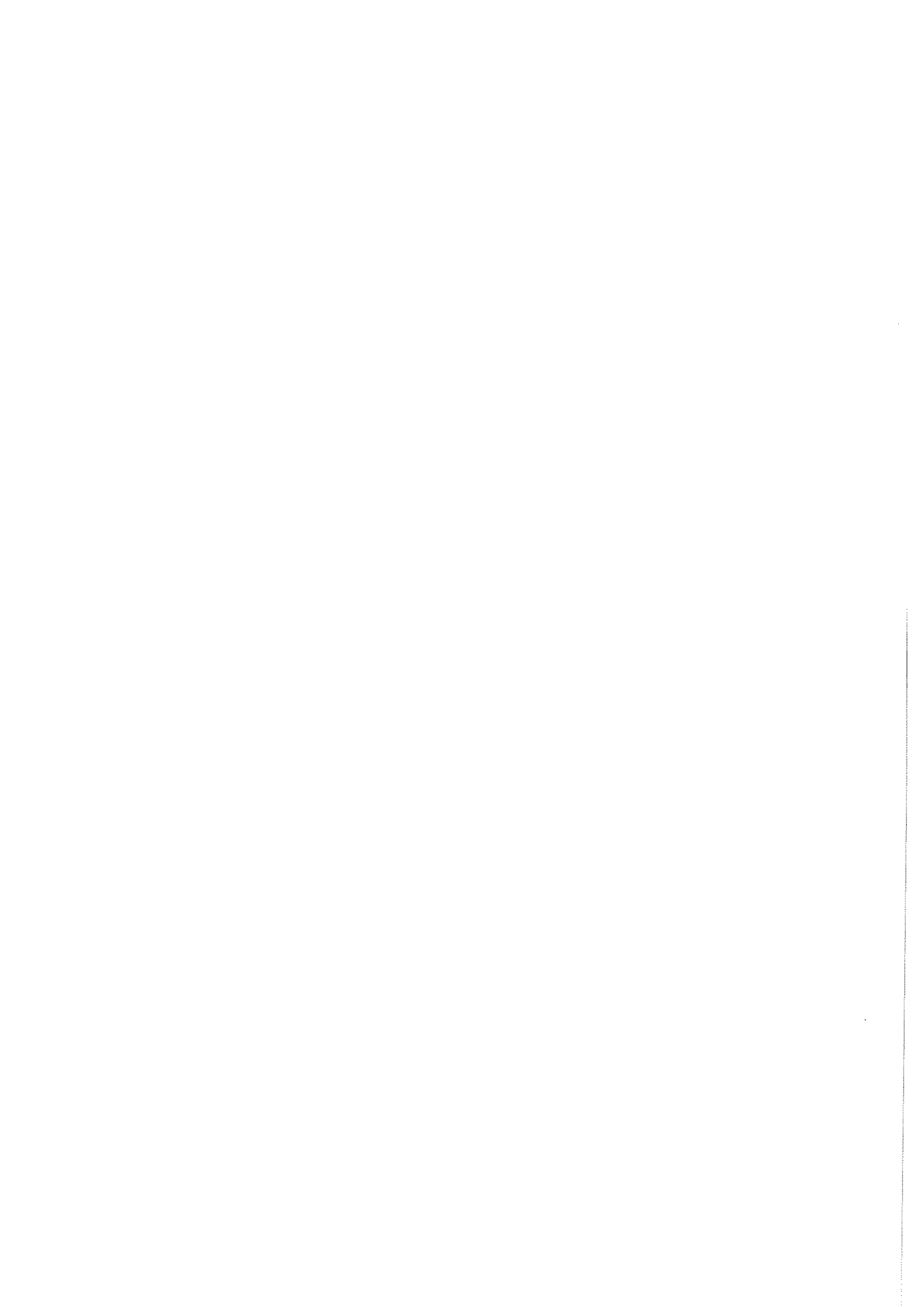
ALTERNATIVE ROUTES EVALUATION
LEARN TO TEACH PRIMARY (RURAL)

UNIVERSITY OF DUNDEE

1. Description of Programme

The Rural Learn To Teach (RLTT) programme is delivered as a partnership model, with staff from the University of Dundee working collaboratively with staff from the University of Highlands and Islands (UHI). The programme mirrors the content and structure of the traditional Professional Graduate Diploma in Education (PGDE) as closely as possible. Participants are Highland Council employees and the programme is delivered through an Inverness based hub. UHI and Highland Council assist in assessing professional practice placements, and participants attend three on campus learning schools, monthly workshops on Saturday mornings and work through pre engagement tasks online. Webinars and podcasts are also used to promote their learning.

2. SG investment

Grant

Year of award	Value of award
2017-18	£52,250

Funding was used for programme development.

3. Intakes & Retention

Academic Year	Start Date	Intake	Academic Year end	Completion Rate (%)	Nos continuing	Academic Year end	Completion Rate (%)
2018/19	Aug 18	29	21	72			

4. Participant demographic

No of Starts	Age range			Gender	
	18-24	25-29	30+	M	F
29	3	2	24	3	26

5. Analysis of data

Retention is reported as 72% (n= -8). Reasons for leaving have been given as unexpected challenges, such as family bereavement or ill health. The data also confirms a significantly greater number of female participants on the programme, with the male: female ratio approximately (1:9) for the first cohort.

6.   Selection Process

The selection process involves a group task identifying the key features of a successful teacher; a two minute prepared presentation based on a pre-given statement to the rest of the group (approximately 10 applicants); and a group discussion focusing on current educational matters prompted by scenarios or situations which could arise in practice.

7.   Student views on participation in programme

a.   Appeal of the programme

Students were unanimous in the view that they could not have considered entry to the teaching profession without this programme as it allowed them to negate any financial impact by continuing to work in their current posts during the 18 month study period. The blended learning aspect also appealed, given it reduced the need to travel too far and too often.

b.   What challenges/barriers were faced by students on the programme and how did the university help to overcome these challenges?

The biggest challenge for students has been the balancing of work commitments and family life with study. Those who left the programme commonly had some unexpected challenge such as family bereavement or ill health, which made it impossible for them to continue. The university has tried to remain realistic in their expectations of students by arranging placements close to home, wherever possible, and making available online materials to allow students to work flexibly to suit their particular circumstances.

Some students reported having difficulties meeting the costs of travel and accommodation for summer school and on campus learning events.

c.   What information was gathered on the student placement experience, positive or otherwise?

Information from schools is very positive. Head teachers have reported that they are impressed by the calibre of the students. There were initial difficulties in matching participants to suitable schools, given the rural aspect of the programme. However, this was addressed by the university communicating directly with both GTCS, who manage the student placement system, and Highland Council staff.

8.   Tutor views on programme delivery

a. Challenges

There was an unanticipated lack of accommodation for the Spring school. The UHI campus in Inverness was fully booked with ongoing teaching commitments so alternative accommodation needed to be identified by UHI. The change in venue still attracted a high level of attendance and feedback from staff and students was very positive.

b. Successes

Many students reported that having not studied for a while they were unsure if they could perform in written assignments. The university provided additional support through the provision of clear guidance with the result that all students passed their first assignments.

The academic success of participants is reported as high.

9. Extent to which programme met educational objectives and possible areas

The aim of the programme is to widen access into the teaching profession within rural areas and to produce teachers of high quality who are immersed in the professional standards outlined by GTCS. The pass rate for both written assignments and placement indicates that the educational objectives have been met by the programme.

10. Lessons learned

Students felt they had too many academic inputs prior to experiencing the classroom. The university has amended this in the current iteration of the programme so that classroom experience features much earlier in the design.

11. Conclusions

This programme has proven to be successful in attracting people into the profession who might otherwise have not been able to do so, given the flexibility in delivery it affords whilst allowing those involved to continue to earn a salary with their local employing authority.

Overall assessment

The number of Highland Council employees looking to change career into teaching is likely to diminish over time, as already indicated by projected numbers for cohort 2. Given this programme has already demonstrated it can deliver a bespoke approach to meet the needs of a single authority, there is merit in exploring the transferability of the LTT model to other local authorities, where demand exists.
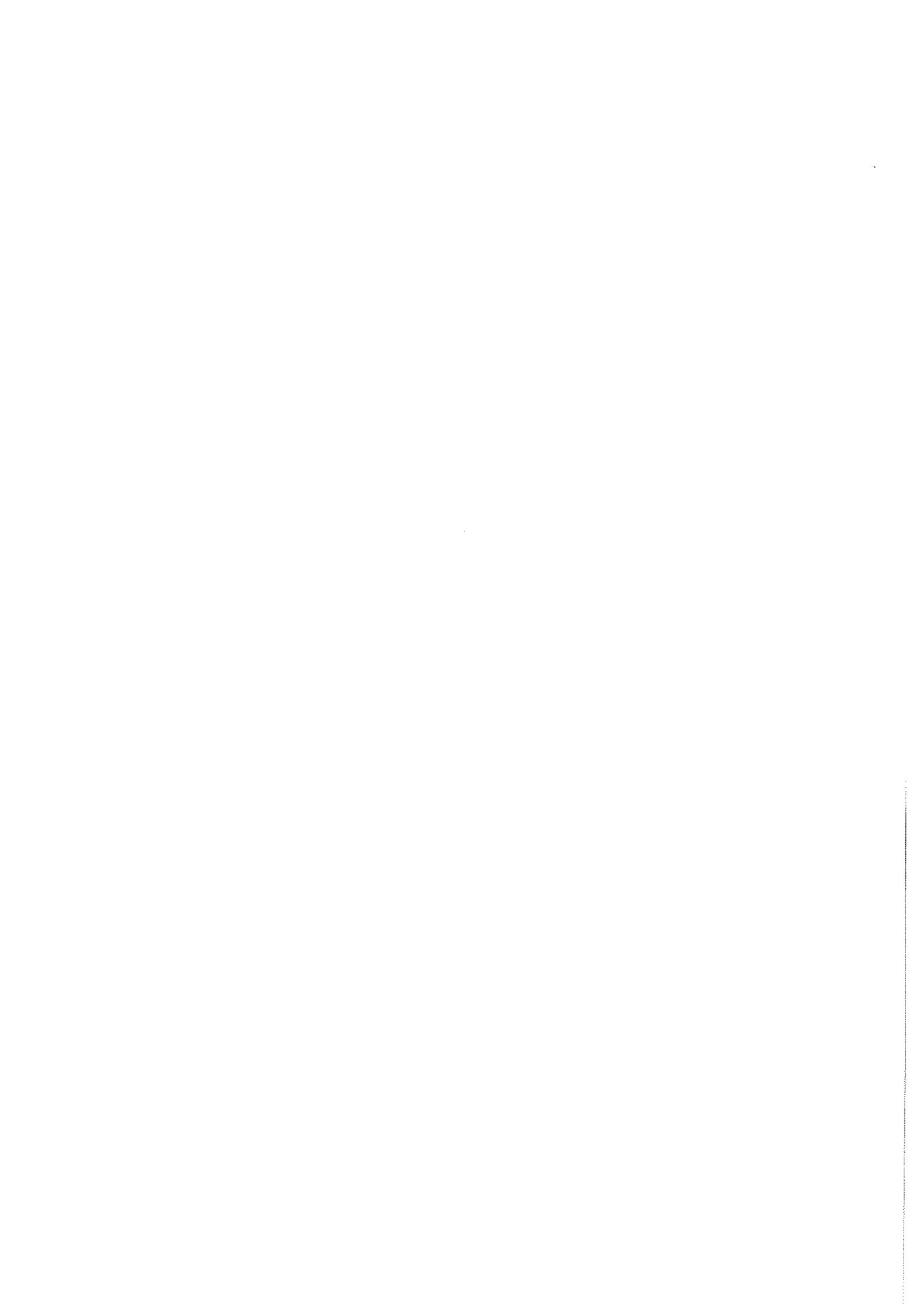
ALTERNATIVE ROUTES EVALUATION
LEARN TO TEACH PRIMARY (NATIONAL)

UNIVERSITY OF DUNDEE

1. Description of Programme

The National Learn To Teach (NLTT) programme is an 18 month part-time programme aimed at training existing staff from thirteen local authorities[1] to become primary school teachers. It mirrors the content and structure of the traditional PGDE route as much as possible and is delivered as a blended learning programme. Across Scotland there are three cluster hubs; one in Irvine, one in Stirling and one in Dundee. Students attend workshops in their cluster hub in addition to participating in two introduction days and two summer school weeks in Dundee.

2. SG investment

Year of award	Value of award
2016-17	£29,600

The funding provided has been used to develop the programme, market its availability to local authority staff and formally evaluate its impact.

3. Intakes & Retention

Academic Year	Start Date	Intake	Academic Year end	Completion Rate (%)	Nos continuing	Academic Year end	Completion Rate (%)
2017/18	Jan 18	60	59	98			
2018/19					59	44	73

4. Participant demographic

No of Starts		Age range			Gender	
	18-24	25-29	30+	M	F	
60	1	7	52	3	57	

5. Analysis of data

Retention is reported as 73% (n= -16). Reasons for leaving, where known, have been given as personal. No other details are held by the university to offer further insight. Projected intakes for 2019/20 suggest increased demand for LTT from across the existing local authority network involved in this programme and the first cohort attracted a high proportion of female participants, with the male: female ratio split at 1:19.

6. Selection Process

The selection process involves a group task identifying the key features of a successful teacher; a two minute prepared presentation based on a pre-given statement to the rest

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[1] North Ayrshire hub (East Ayrshire; Inverclyde; North Ayrshire; Renfrewshire, South Ayrshire); Stirling hub (Clackmannan; Falkirk; Stirling; West Lothian) and Dundee hub (Perth & Kinross; Dundee City; Angus; Fife)

of the group (approximately 10 applicants); and a group discussion focusing on current educational matters prompted by scenarios or situations which could arise in practice.

7. Student views on participation in programme

a. Appeal of the programme

Students were unanimous in the view that they could not have considered entry to the teaching profession without this programme as it allowed them to negate any financial impact by continuing to work in their local authority posts during the 18 month study period. All participants identified personal benefits from participation in the programme including:

- feeling that they have been stretched and challenged
- having the opportunity to engage with a profession they had previously considered but circumstance had prevented them from pursuing
- equipping them with the necessary skills and confidence to begin their career in teaching
- building a network of colleagues from across the hub authorities

b. What challenges/barriers were faced by students on the programme and how did the university help to overcome these challenges?

Workload - Balancing a full-time job with the level of study is challenging and inconsistencies were noted in the time students spend in class as part of their placements. The timing of the first placement has now been reviewed to reflect the views of students that it was happening too late into the programme.

Access to resources - Although students had access to the university library, it was not always possible for some given the distance. However, students are able to access local council resource centres and electronic materials from the UoD library.

18 Week Placements - No consistent policy at council level for the 18 week placement. Some participants were given this time to complete their placements without penalty whereas a small number were required to take the 18 weeks as unpaid leave. Where issues remain at local authority level there is ongoing discussion to try and ensure consistency of practice.

Point of contact within the authority - Participants were unsure who their main point of contact within the Local Authority was to answer questions about their placement and matters relating to their employment. This has now been resolved through identifying one point of contact within each authority.

Access to a supportive local authority mentor - Each participant had support from a hub lead from the university and an assigned tutor, who also acted as adviser of studies. It was unanimously felt that it would be helpful to have a coach/mentor from within the Local Authority, in addition. Having a locally based teacher to now speak to and offer guidance has helped in keeping all participants on track, allay fears and discuss teaching / lesson planning etc.

c. What information was gathered on the student placement experience, positive or otherwise?

Information from schools is very positive. Head teachers have reported that they are impressed by the calibre of the students. Hub leads have open discussions with students following each placement. There are many examples provided to demonstrate the extent to which students have valued the advice and support from university staff. One area being explored is the inclusion of two hub days at the end of each placement. This would allow students time to reflect on the placement, share experiences with others and focus on areas for development.

8. Tutor views on programme delivery

a. Challenges

Access to IT in one of the hubs had been an issue but this has now been resolved.

b. Successes

The academic success of participants is reported as high. The programme is delivered by University of Dundee tutors through the local hubs located at central points to minimise travel time for participants. This method of delivery has proved very successful and is allowing students to form their own learning support/study groups with others within the local area. The sessions have been very well attended and the students have reported they have built a very strong and positive working relationship with their tutor.

9. Extent to which programme met educational objectives and possible areas for improvement

The aim of the programme was to widen access into the teaching profession within local areas and to produce teachers of high quality who are immersed in the professional standards outlined by GTCS. The pass rate for both written assignments and placement indicates that the educational objectives have been met by the programme.

10. Overall lessons learned

Students felt there were too many academic inputs prior to having experience in the classroom. The university has amended this in the current iteration of the programme and classroom experience features much earlier in the design.

11. Conclusions

This programme has proven to be successful in attracting people into the profession who might otherwise have not been able to do so, given the flexibility in delivery it affords whilst allowing those involved to continue to earn a salary with their local employing authority.

Given its spread across authorities and projected intakes for the coming academic year, it is clear there remains a demand from local authority employees looking to change careers.

Overall assessment

The University has in the past highlighted what are perceived as high resource implications associated with programme delivery, given that the academic related activity is delivered to participants by university staff outwith the traditional core working day and the overall tariff for an ITE place has not changed. That said, there would appear to be merit in exploring both the viability of and appetite for extending the reach of this programme into local authorities not currently covered by the existing hub arrangement and in particular those who face challenges in filling vacancies in particular locations.

ALTERNATIVE ROUTE EVALUATION
POSTGRADUATE CERTIFICATE IN EDUCATION
SUPPORTED INDUCTION ROUTE

UNIVERSITY OF DUNDEE

1. Description of Programme

This is a 12 month full-time programme combining the PGDE and probation year with a focus on the STEM subjects (Chemistry, Computing, Home Economics, Maths and Physics) in Angus, Dundee, Fife and Perth & Kinross local authorities. The programme begins with 3 weeks in University and then students spend 4 days per week in school and one day in university to continue their academic and pedagogical study. Students receive the standard probationary salary during their time on the programme.

2. SG investment

Year of award	Value of award
2016/17	£63,000
2017/18	£146,950
2018/19	£25,500

The awards for 2016-17 and 2017-18 were to develop, market, recruit and deliver the programme. This included securing GTCS accreditation and developing local authority partnerships. The award for 2018/19 was used to promote, develop and deliver the Master's Level 'Coaching & Mentoring' module to the first cohort of SIR mentors.

3. Intakes & Retention

Academic Year	Start Date	Intake	Academic Year end	Completion Rate (%)	Nos continuing	Academic Year end	Completion Rate (%)
2017/18	Jan 18	15	12	80			
2018/19	Jan 19	26	17	65	12	11	73

4. Participant demographic

No of Starts		Age range				Gender	
	18-24	25-34	35-44	45+	M	F	
15 (Cohort 1)	0	5	6	4	7	8	
26 (Cohort 2)	5	7	10	4	12	14	

5. Analysis of data

Overall retention for cohort 1 reported as 73% (n= - 4). Reasons for leaving, where known, have been given as personal or student withdrawal following no contact with the university. Cohort 2 retention is at 65% (n= -9) going into the 2019/20 academic year. Reasons for leaving given as either personal or termination of studies following academic failure.

Projected intakes for 2019/20 confirm a significant anticipated increase for SIR, which may be due to the attractiveness of this route over the standard PGDE programme given the financial support on offer to participants.

In terms of participant demographic, the programme has attracted broadly equivalent numbers of both males and females across both intakes to date, and more than half of participants fall into the 35+ age category, which is not surprising given its intended appeal to career changers.

6. Selection Process

Group interviews are carried out on the university campus. The selection process involves three tasks. The first considers the attributes of a teacher; the second is a two minute presentation to the rest of the group and selection panel on the role of the subject specialist in teaching Health and Wellbeing, and the third is a group task discussing various scenarios as well as a role play task. The selection panel comprises a member of the university staff, a local authority representative and a headteacher from one of the local authority schools.

7. Student views on participation in programme

a. Appeal of the programme

Students reported this as being:

- the availability of financial support (especially for career changers)
- being placed in a single school for the duration of the programme
- being supported by a single school-based supporter or mentor

b. What challenges/barriers were faced by students on the programme and how did the university help to overcome these challenges?

Pace and intensity of the programme is reported as a challenge. The programme integrates the initial teacher education and induction phase into 52 weeks instead of the traditional two academic sessions (77 weeks). This has been managed by phasing inputs and providing academic support to enable participants to successfully achieve all programme requirements. In light of feedback, the university team also modified assessment deadlines to provide more time for participants to develop responses to assessments. Many of the participants also commented on the key role played by the school-based supporter in making the year manageable.

c. What information was gathered on the student placement experience, positive or otherwise?

In most cases the relationship between participants and their school-based supporter was highly positive and extremely supportive. In the very few cases where the participant was not prepared to accept the support and advice from the mentor, they were not successful in completing the programme.

8. Tutor views on programme delivery

a. Challenges

Short timescales for developing and accrediting the programme and for marketing and recruitment emerged as challenges. These were overcome through the combined commitment of local authority and university staff to implement the model.

As part of the recruitment process for the first cohort, applicants applied directly to the university and not through UCAS. This meant academic staff were heavily involved with scrutinizing the eligibility and suitability of applicants as well as providing feedback to unsuccessful candidates.

b. Successes

The university reported:

- Using a joint assessment approach within the single school placement, which allowed for a well-rounded view of participants on-going development
- The positive impact of the programme on school-based supporters, schools and some local authorities, including the professional learning evident among the school-based supporters
- The depth and level of commitment of the participants to rise to the challenge and to engage fully in becoming inclusive practitioners
- Producing high-quality graduates, who all secured employment in a location suitable for their needs, beginning immediately at the end of the programme
- Giving well-qualified participants the opportunity to undertake English and/or Maths qualifications alongside other programme commitments.

9. Extent to which the programme met educational objectives and possible areas for improvement

The research gathered from the first cohort of participants confirms these were met.

The programme was also designed to build capacity and learning among fully qualified teachers and the evidence supports that this was achieved. School-based supporters had been teaching 6 or more years, with one exception. More than 80% have been a mentor for a traditional route student and more than half for a probationer in the induction scheme. In terms of feedback, +60% reported gaining new insight into managing behaviors and in meeting learners' needs; +50% reported gaining new insight into curriculum guidance and requirements and into Scottish education policy, guidance and legislation; and +90% reported gaining new insight into practitioner enquiry and research.

10. Lessons learned

The programme team developed extremely effective partnerships with host schools and, because of these, it has been easier to engage in professional dialogue to resolve any challenges. In one instance where there was a change to the school-based supporter,

other members of the department who had been taking an active interest in SIR were keen to be involved.

The programme has also demonstrated there is significant professional development for the school-based supporter, which is delivered on a one to one basis and exposes each supporter (n=29 to date) to masters level learning in coaching and mentoring skills.

In any instances where a participant did not meet the requirements of the programme, members of the university team visited the school to meet with the school-based supporter to discuss the issues involved. The programme team also provided additional formative visits and feedback to the participant to help their professional development. Where this additional support was unsuccessful, the programme team have re-examined the selection process to ensure that future participants have the greatest chance to succeed.

11. Conclusions

This programme has proven to be successful in attracting people into the profession who might otherwise have not been able to do so, given the financial support being made available whilst on the programme and the integrated route it offers to full registration and employment. Projected intakes for the coming academic year would also suggest ongoing demand for this provision. The view has been expressed that this programme may act to displace those who would have otherwise applied for the traditional PGDE programme. Given the focus on STEM career changers and the age demographic of participants, this concern would appear to be unfounded.

Overall assessment

This programme offers a demanding educational experience for participants given the integrated route it offers towards securing the GTCS Standard for Full Registration. A secondary benefit also being achieved is the development of masters level coaching and mentoring capacity across the four participating local authorities, as a result of the one to one relationship between participant and school based mentor that is critical to the programme's success. Selection processes remain the subject of ongoing review and it will be important to ensure that any lessons learned are used to positively impact on current levels of attrition.

GTCS reaccreditation of the SIR programme is due in March 2020 and the external evaluation of its impact currently underway will help to inform that process. It will be important to consider the future of the programme once this detail is available and to work in conjunction with the university, SG Workforce Planning, GTCS and SFC colleagues to ensure a shared understanding of the contribution this programme will continue to play within the suite of ITE provision on offer by Dundee going forward.

ALTERNATIVE ROUTES EVALUATION
PARTNERSHIP INDUCTION MODEL

UNIVERSITY OF DUNDEE

1. Description of Programme

This is an 18 month, full-time, Masters level PGDE Secondary programme that offers full GTCS registration on successful completion. It embeds the Teacher Induction Scheme (TIS) and expectations for meeting SFR as part of its delivery model. Participants are expected to hold a minimum 2:1 degree (or equivalent) in their STEM related subject and the course has been developed to work in partnership with Local Authorities that have large rural coverage (Argyll & Bute, Aberdeenshire, Falkirk, Borders & Highland) to support them in both targeting and addressing recruitment issues. Participants experience placements in 2 schools. The first from December 2018 until June 2019 and the second from August 2019 until June 2020.

Financial support is provided at a rate equivalent to 18 months of the probationer salary scale; and building on the expertise of the University of Highlands and Islands in supporting rural teacher education, learning and teaching for participants is facilitated using distance learning: lectures, tutorials and online workshops.

2. SG investment

Year of award	Value of award
2018-19	£231,750

Spend has covered programme development, academic co-ordinators, mentor training and marketing. The financial support to participants is provided from Local Government Teacher Induction Scheme funds.

3. Intakes & Retention

Academic Year	Start Date	Intake	Academic Year end	Completion Rate (%)	Nos continuing	Academic Year end	Completion Rate (%)
2018/19	Dec 18	24	16	67			

4. Participant demographic

No of Starts	Age range				Gender	
	18-24	25-34	35-44	45+	M	F
24	1	2	14	7	10	14

5. Analysis of data

Overall retention for cohort 1 is reported as 67% (n= - 8). Reasons for leaving, where known, have been given as personal. In terms of demographic, the programme is attracting fewer males than females and the vast majority (88%) of participants fall into the 35+ age category, which is not surprising given its target group is career changers.

6. Selection Process

Group interviews are carried out within each local authority. The selection process involves three tasks. The first considers the attributes of a teacher, the second is a two minute presentation to the rest of the group and selection panel on the role of the subject specialist in teaching Health and Wellbeing, and the third is a group task discussing various scenarios and a role play. The selection panel comprises a member of the university staff, a local authority representative and a headteacher from one of the local authority schools.

7. Student views on participation in programme

a. <u>Appeal of the programme</u>

- The ability to study and carry out placements while living at home and avoiding the need to attend campus-based learning
- The significant financial support for the duration of the programme (which has enabled participants to make the decision to change careers)
- The slightly shorter timescale involved to becoming a fully registered teacher.

b. <u>What challenges/barriers were faced by students on the programme and how did the university help to overcome these challenges?</u>

- It proved difficult for some participants to manage the time between university study and increasing workload in school as contact time built up. The placement model enables participants to increase their professional responsibilities. A mentoring convenor provides support to both mentors and mentees in each LA and this is followed up with an online session for mentors. Individual advice has also been offered to all when asked for.
- Assessment proved to be challenging for some participants as writing at Master's Level was new to them. The university provided several sessions to support this aspect of the programme as well as for the actual assignment itself.

c. <u>What information was gathered on the student placement experience, positive or otherwise?</u>

During placement visits the majority of participants are meeting the assessment criteria and the feedback from school-based mentors is positive about the delivery model.

8. Tutor views on programme delivery

a. Challenges

- The short timescale for programme development, accreditation, marketing and recruitment. These were overcome by the combined commitment of local authority and university staff to implementation of the model.
- The distance and geographical spread of participants, which makes it more difficult to provide face to face support compared with the traditional model.
- There were initial issues raised by the students mainly in relation to organisation of the programme. All concerns raised have been addressed through an action plan

which has been shared with the students and the management team. The actions within the plan were themed into the main areas of communication, additional support for writing assignments and additional pastoral support for students.

b. Successes

Initial Student feedback regarding the programme indicated a balanced view, with many positives. The positives were mainly in respect of having extended experience within a school context, the effectiveness and efficiency of distance learning, the support and investment of the tutors and the programme lead, the quality of mentoring from school staff and the collaborative nature of the cohort.

The key aim of enabling people within rural areas to access initial teacher education has been achieved and this will result in the provision of additionality to the profession. Many of the participants are also expressing how much they are enjoying working with young learners.

9. Extent to which programme met educational objectives and possible areas for improvement

Students are demonstrating at this relatively early stage in delivery that they are meeting the assessment criteria of the programme.

10. Overall lessons learned

Variability of internet access and connectivity has proven to be challenging at times. The university records all online sessions to enable participants to revisit this input if and when faced with technology failures.

Tutors have used a range of online tools to model to participants how the use of technology can enhance learning and teaching.

It is felt the initial three-day induction period is not sufficient to prepare participants fully for placement. In future it is proposed this be extended to a three week on campus period and participants will be asked to use a proportion of their financial support to cover travel and accommodation costs for this period.

11. Conclusions

This Masters level PGDE programme has proven to be successful in attracting people into the profession who might otherwise have not been able to do so, given the financial support that is made available and the blended learning approach that is being adopted to overcome the challenges presented by the rurality of the participants involved.

Overall assessment

This programme offers a demanding educational experience, given the fast track masters level pathway it offers participants in securing the GTCS Standard for Full Registration. For this programme to remain sustainable over the medium to longer term the university has stressed it will be essential that the level of financial support to participants is maintained; and that further consideration be given to meeting the increased costs associated with delivery of the model i.e. travel and accommodation of university staff to assess participants on placement and the time resource needed to meet this demand.

No plans exist for recruiting a further cohort until 2020/21 at the earliest, once a formal evaluation of the programme has concluded. It will be important to consider that detail once available and to work in conjunction with SG Workforce Planning, GTCS and SFC colleagues to ensure a shared understanding of the delivery of this programme and its 'place' within the suite of ITE provision on offer by Dundee going forward.

ALTERNATIVE ROUTES EVALUATION
PGDE WITH MASTERS & INDUCTION YEAR
IN SECONDARY STEM SUBJECTS

UNIVERSITY OF STRATHCLYDE

1. Description of Programme

The two main features of this programme, which starts in August each year is that it offers participant the opportunity to complete the PGDE element by the following March (7 months); start their probationary year in April (which means teachers being available a full-term earlier than traditional programmes); and includes a fully-funded Master's degree, which can be completed in 2 years. It is aimed at career changers with STEM experience or graduates who have carried out significant voluntary work in the STEM sector. The University originally only offered the PGDE(M) in Chemistry, Maths and Physics but this has since been expanded to include Computing and Technological Education for 2018-19.

2. SG investment

Year of award	Value of award
2016-17	£35,000
2017-18	£104,000

The funding provided has been used to cover the fees for the masters programme (£50k) with the remaining funds covering school of education staff costs in developing and supporting the programme.

3. Intakes & Retention

Academic Year	Start Date	Intake	Academic Year end	Completion Rate (%)	Nos continuing	Academic Year end	Completion Rate (%)
2017/18	Aug 17	21	18[1]	86			
2018/19	Aug 18	23	19	87	16	15	71

4. Participant demographic

Academic Year	No of Starts	Age range					Gender		
		18-24	25-34	35-44	45+	Prefer not to say	M	F	Prefer not to say
2017/18	21	13	6	1	1		9	12	
2018/19	23	6	10	5	2		10	13	

5. Analysis of data

Overall retention for cohort 1 reported as 71% (n = - 6). Reasons for leaving include transfer to PGDE programme, personal circumstances and not meeting the academic standards required. For cohort 2 retention is currently 83% (n= -4) with reasons for leaving reported as transfer to PGDE and withdrawal from the programme.

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[1] Some students maintained their academic study by transferring to the standard PGDE programme.

In terms of participant demographic, the programme is attracting slightly less males than females as well as a mix of age ranges, with nearly half of participants falling into the non-traditional career change age range of 18-24.

6. Selection Process

Students are recruited via the standard PGDE programme, where they must meet all entry and competitive interview requirements. They are then invited to apply for the PGDE(M) course and are required to supply further evidence of STEM career or voluntary work. Applications have exceeded places by about 50% in each of the past 2 years.

7. Student views on participation in programme

a. Appeal of the programme

Students ranked two incentives equally. For about half, the financial incentive of being in employment a term earlier was more important (coupled with access to a STEM bursary). For the other half, the main attraction was a fully-paid Masters qualification.

b. Improving selection process for future intakes

Students suggested that more information should be made available earlier about the possibility of participation in the PGDE(M)programme. They also said that some university staff dealing with marketing and admissions did not appear to be fully familiar with the detail of the programme. The university has made improvements in these areas.

c. What challenges/barriers were faced by students on the programme and how did the university help to overcome these challenges?

Initially, students on this programme were not deemed to be eligible for the £20k per annum STEM Teacher Education Bursary. This was addressed following discussions between the university and Scottish Government, which resulted in all eligible students being able to apply.

The pace of the programme has also been found to be demanding, with about a third of participants seeking an extension to complete the Masters element beyond the end of the programme. The university response has been to provide pastoral support through regular meetings with participants and extending deadlines for Masters dissertations where necessary. An exit point to the standard PGDE course is also available to participants should this be needed.

School expectations of participants have been unrealistically high in some cases e.g.

- schools confused the STEM experience of these students with their teaching experience and it had to be made clear that they are beginner teachers despite their STEM backgrounds;

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- because of this perception, in some instances students were given greater class contact time at a much earlier stage in their placement.

In response, the university produced briefing sheets for local authorities and schools to ensure a shared understanding of the programme and the expectations that should be placed on participants.

Some probationers experienced salary problems due to varying interpretations by local authorities of current guidelines. The university is currently working with the LA advisor to the SNCT and hope to prepare local advice on how PGDE(M) probationer salaries should be paid in future.

d.   What information was gathered on the student placement experience?

Standard PGDE information was gathered i.e. mid-placement evaluations, shared observations, end of placement reports and Cause for Concern forms (if applicable). An informal evaluation is held at the end of the PGDE element of the programme and a formal evaluation is sought 3 month later.

8. Tutor views on programme delivery

a.   Challenges

The timing of assignments has needed careful thought as some need to be completed in advance of the standard PGDE course.

Delivery of content has largely been good. Some options are not available to PGDE(M) such as a taught class for Professional Specialisation (so a project is done instead), qualifying in more than one subject (but this can be achieved through Professional Registration later with GTCS), and undertaking the Catholic Teaching Certificate (but again this can be done by distance learning – CREDL).

Technological Education proved problematic to deliver within the timeframes of the programme and will now not be included in future years.

b.   Successes

The course is producing resilient, highly-qualified STEM teachers who bring real life STEM experience into classrooms.

9. Extent to which programme met educational objectives and possible areas for improvement

The programme has been successful in recruiting more students in the subjects involved and in delivering them to classrooms a term early (and a year later to full registration and permanent posts), as well as increasing the number of Scottish teachers with a Masters level qualification.

10. Overall lessons learned

Support from the GTCS has been both necessary and excellent. They turned around the registration process within quickly and made special arrangements to allow participants on the programme to enter the Teacher Induction Scheme and to bridge two academic years.

The expectations of schools on participants was not anticipated to be so high and steps were needed to address this. Funding support to participants became a key issue and ongoing consideration will be needed to mitigate against any impacts this may have on recruitment into the PGDE programme and/or completion of the Masters element of the two year programme if it remains unresolved.

11. Conclusions

This programme has proven to be successful in attracting people into the profession who might have not been able to do so, given the financial support being made available and the fast track route it offers to full registration, award of a Masters qualification and employment. Projected intakes for the coming academic year would also suggest ongoing and increasing demand for this type of provision.

Overall assessment

This programme offers a demanding educational experience for participants and given the views expressed in terms of the approach taken to the marketing and recruitment of this provision, it will be important to ensure it is presented as an option in its own right within the suite of Strathclyde's ITE programmes. Critical also will be to ensure that any lessons learned from those leaving the programme are used to positively impact on selection processes going forward, given an exit point to the traditional PGDE programme is already on offer.

Given the financial challenges that have been faced by participants through a lack of consistency in approach adopted by local authorities towards payment of the probationer salary, further consideration may also need to be given to the timing of programme delivery. As it is career changers who are the primary target group and the feedback from participants is that this provision should be marketed in its own right rather than as an option to those applying via the PGDE programme, it would appear unlikely that a change in timing would negatively impact on potential intake numbers going forward.

ALTERNATIVE ROUTES EVALUATION
RETURNING TO TEACHING
UNIVERSITY OF EDINBURGH

1.   Description of Programme

This programme is aimed at professionals who have a teaching qualification and wish to return to teaching in Scotland after a period away from the profession, teach in Scotland for the first time in either the Primary or Secondary sectors, or engage with the programme to support a Professional Update submission to the GTCS. It is currently being delivered in partnership with six Local Authorities (City of Edinburgh, East Lothian, Fife, Midlothian, Scottish Borders and West Lothian); and is intended to improve access for those living across all areas of Scotland for whom it would be difficult to travel to Edinburgh, and to enhance accessibility for those with caring or other responsibilities.

The programme format includes an introductory week and ten weeks of online learning and there are two, optional face-to-face sessions held on Saturdays (one at the beginning and the end of the programme). The aims are for participants to:

- understand and engage with current National Education Policy and the Professional Teaching Standards in Scotland
- develop an awareness of professional identity and teacher professionalism
- participate in career-long professional learning
- engage with key areas of social justice and equality in the classroom

2.   SG investment

Year of award	Value of award
2017-18	£33,000
2018-19	£18,250

The grant allocation has been used to pay for academic and school-based staff time to develop the programme content and associated videography and learning technology.

3.   Intakes & Retention

Academic Year	Start Date	Intake	Academic Year end	Completion Rate (%)
2017/18	Aug 17	30	28	93
	Jan 18	32	32	100
	Apr 18	29	26	93
2018/19	Aug 18	32	32	100
	Jan 19	28	28	100
	Apr 19	27	27	100

4. Participant demographic

Academic Year	No of Starts	Gender	
		M	F
2017-18	30	4	26
2017-18	32	9	23
2017-18	29	2	27
2018-19	32	6	26
2018-19	28	3	25
2018-19	27	5	22

5. Analysis of data

Overall the retention rate for this programme is high given its duration (10 weeks) and the participant cohort being targeted. Reasons for leaving cited by those who did not complete the programme (n=5 to date) given as either personal or securing a teaching job.

The University has not previously collected information on participants' age range but this has now been added as an optional question to the application form. However, they have confirmed that, anecdotally, most participants fall into the 25 – 44 age range; that each cohort has had a diverse and wide-ranging teaching experience; and that because of the online delivery mode, current cohorts have had increased linguistic and ethnic diversity as compared to previous on campus cohorts.

The ratio of males to females entering the programme is also consistently around 1:5.

6. Selection Process

All prospective participants apply for the programme via the Moray House Professional Learning website. They must have a teaching qualification (from Scotland, England, or international equivalent) and have either secured or are eligible for GTCS registration.

7. Student views on participation in programme

a. Appeal of programme

Many participants have had a career break to start a family and increasing numbers of participants have taught and/or lived abroad and are in the process of moving to Scotland, and wish to join the profession. Others have worked in business or have been involved in development work with charities and now wish to return to their first vocation of teaching.

The specific appeal of the blended online learning programme has been the flexibility it offers participants to engage in learning from home during times that best suits their schedules.

b.   Challenges/barriers faced and how overcome

Participants have faced the challenge of balancing different responsibilities with their engagement in the programme, which requires 4 – 6 hours per week of reflection and engagement with online videos, resources, and discussions. Many participants have noted an initial lack of confidence to return to the profession because of the range of changes there have been since they were last in a teaching role.

Academic and support staff provide support to participants prior to, throughout, and following the end of the programme and based on participant feedback, reading weeks have been introduced mid-way through the programme, ideally aligned with school holidays, to allow participants to catch up on their work if needed, or get ahead in work on their final reflective assessment due at the end of the programme. Where appropriate, extensions have been provided to participants who have experienced illness or bereavement to allow them to complete their assessment.

c.   Placement Experience

The school observation is optional if participants have not been in a Scottish school for some time, and participants organise this themselves at a school and at a time that suits their needs. As a result, information is not systematically gathered since this is an optional and self-directed activity.

8.   Tutor views on programme delivery

a.   Challenges

Initially, participants were required to engage with an online journal to help them reflect on their development with respect to the GTCS Professional Standards. Based on feedback received that the purpose of this learning activity was unclear to participants, the university introduced a final assessment in which participants reflect on their development in relation to the Professional Standards and gain feedback on their submission. This approach has been much more effective and has been a positive experience for both participants and tutors to conclude the online course and further documents participants' development resulting from the programme.

In end-of-course evaluations, some participants noted that they would like to see more educational settings across Scotland. To date new additions have included Pupil Equity Funding initiatives such as Talkboost, Nurture and Reading Recovery; health and wellbeing; pupil voice; LGBT inclusion; learning for sustainability; and the impact of teachers' CLPL on school communities. Filming has also taken place in schools in North Ayrshire, Fife, Midlothian, and the City of Edinburgh, with further filming planned in Glasgow.

b.   Successes

The support of the University of Edinburgh Teacher Education Partnership Steering Group.

The quality of participants' reflections and discussions have been impressive and rich and the online provision has been welcomed as fit for purpose to support the diverse cohorts attracted to the programme. Some have been in work in other industries while completing the programme and as such would not typically have been able to access provision intended to support them back into the profession.

Thus far, 178 participants have engaged in one of the six cohorts of the programme offered in 2017-18 or 2018-19. Based on the information held by the university, the proportion of participants that have completed the programme are broadly 60% primary, 40% secondary. There has been a high retention rate with 97% of participants who started the programme completing it and many of these have subsequently gained employment in the education sector. In September 2018, the programme successfully gained accreditation from the General Teaching Council for Scotland (GTCS).

The GTCS Accreditation Panel commended the University on several areas of the programme, including: (i) the diverse range of presenters from national bodies and other stakeholder groups and the expertise these presenters bring to support teachers' learning. (ii) the exemplars of the on-line discussion forum; (iii) co-ownership and co-creation between the participants and the University of Edinburgh team and wider stakeholders, and (iv) the community of practice which has been created and sustained through the on-line forum, which has positively impacted on the accessibility and diversity of participants who engage in the programme from wide and varied contexts.

9. Extent to which programme met educational objectives and possible areas for improvement

The programme has exceeded expectations in terms of working within and across the Teacher Education Partnership. During the first year the option was provided for applicants to indicate whether they would like to engage in the online option or if they would prefer a face-to-face programme offering at some point that year. The overwhelming majority of applicants preferred the blended online learning option, stating that they would not be able to participate in a face-to-face programme, which validated the development of this provision

Participants have indicated that they intend to work in 22 different Local Authorities across Scotland, and 88% of participants responding to end-of-course evaluations state that the programme has improved their confidence to return to teaching.

10. Overall lessons learned

The development of the blended online course was more time-intensive than first anticipated, but this was overcome by gaining the expertise of learning technologist consultants. There is also a dedicated team at Moray House working on this programme with strong support from the University of Edinburgh Teacher Education Partnership and further development work is planned.

There have also been several challenges that participants have faced in their journey to return to teaching. The most significant issues that have arisen are: participants not being accepted onto their Local Authority's supply register, which the university has been addressing by offering more support around job applications and interviews; some local

authorities either not recognising qualifications from outwith Scotland, despite the individuals concerned having provisional GTCS registration; or requiring participants to supply a recent reference from a Headteacher, which for many has not been possible or appropriate. The university has raised these issues with the relevant local authorities but as yet these have still to be fully resolved.

11.   Conclusions

The Returning to Teaching programme has been extremely successful thus far, with consistent participant numbers in each of the six cohorts to date, high participant satisfaction recorded on end-of-course evaluations, indications of increased confidence noted by participants to return to teaching, and extremely positive commendations from the GTCS who have now accredited the programme. Given the geographical spread of each cohort, the potential contribution offered by this programme towards meeting Scotland's teaching workforce needs remains high.

Overall assessment

Whilst there is evidence to support the very positive impact this programme is having in supporting qualified teachers wanting to teach in Scotland, challenges remain in terms of ensuring those exiting the programme are given an appropriate opportunity to secure a teaching post.

The university has also asked about the possibility of financial support being offered to prospective participants who are currently out of work and cannot afford course fees (currently £450) from under-represented groups within Scotland's teaching workforce or from those wanting to return to teach in shortage subject areas; as well as travel and staff time costs to provide face to face sessions with participants based in particularly remote locations such as the Highlands and Islands. Both these options merit further consideration.
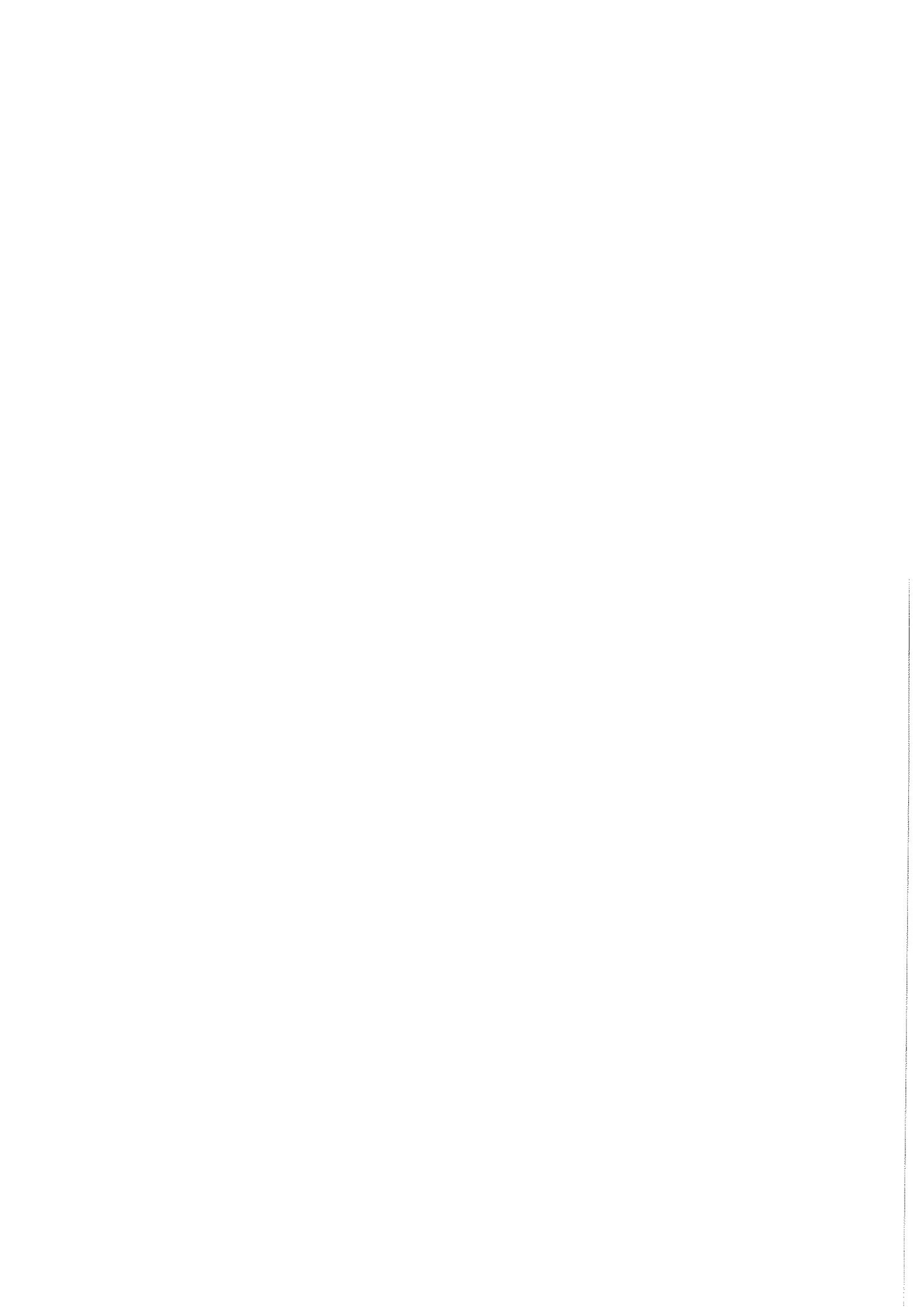
ALTERNATIVE ROUTES EVALUATION
MED IN INCLUSIVE EDUCATION, POLICY AND ENQUIRY
UNIVERSITY OF GLASGOW

1. Description of Programme

This two-year Masters level programme was designed to assist Councils experiencing teacher shortage by recruiting qualified Catholic primary and secondary teachers from Ireland.

Those selected were offered the opportunity to work in one of four Scottish local authorities (three in Cohorts 2 and 3) who had reached agreement with the university for this purpose. Each Council offered full-time contracts lasting two school years, with teachers deployed in schools (and subjects) in which vacancies had been identified. In both years, teacher were granted a reduction in teaching commitment (0.8FTE) to allow time to enhance their teaching skills and to extend their professional understanding as practitioners. Professional learning was delivered through engagement in the University Masters programme on a part-time basis and, in the case of newly qualified teachers (almost all recruits), by support offered by authorities and the university to help teachers gain the GTCS Standard for Full Registration.

The University gained the approval of GTCS for a special hybrid scheme of Flexible Route Registration for teachers recruited. This allowed them to gain the GTCS Standard for Full Registration by the end of Year 1. Agreement was also reached with the Teaching Council Ireland that the programme would satisfy the key requirements for completion of probation in Ireland. In Northern Ireland, mutual recognition systems applied for registration purposes.

2. SG investment

Year of award	Value of award
*2016-17	£145,341
*2017-18	£263,976
2018-19	£134,162

Funding was spent on programme development and delivery
*Joint award with MEd Enhanced Practice with Specialism (Middle Years Maths)

3. Intakes & Retention

Academic Year	Start Date	Intake	Academic Year end	Completion Rate (%)	Nos continuing	Academic Year end	Completion Rate (%)
2017/18	Aug 17	12	12	100			
2018/19	Aug 18	14	13	93	12	12	100

4.   Participant demographic

Year	No of Starts		Age range			Gender	
		18-24	25-34	35-44	45+	M	F
2017/18	12	12				2	10
2018/19	14	14				2	12

5.   Analysis of data

Overall retention rates on the programme are good. Initially, both Cohort 1 and Cohort 2 had waiting lists for places. As is often the case with overseas recruitment, some teachers dropped out too late for places to be offered to others. From the consolidated lists of those in place at the start of the university session (see 3), there was little subsequent change: the two teachers who did leave cited the challenge and pressures of combining advanced programme content with working and living in a new country and system as their reasons for leaving.

6.   Recruitment and Selection Process

Recruitment: The University disseminated details of the programme widely across Ireland. This included communication with HEIs; using Irish online professional media sites; registering on University Career sites; and placing a recruitment advert on the sites of Trinity College in Dublin and University College in Cork. To clarify key issues and encourage applications, staff from the University of Glasgow visited a number of teacher education institutions in the Republic of Ireland and Northern Ireland. Presentations delivered focused on the benefits of the programme, as well as the significant opportunities it offered to those individuals selected.   The response at these meetings was very encouraging.

Selection: A panel comprising staff from the School of Education set selection criteria prior to the opening of the application process. In respect of secondary teachers, preference was given to the selection of those with a STEM or English specialism. The expected standard for acceptance was that successful applicants should be rated highly as classroom teachers and have gained an academic qualification equivalent (in Scotland) to First Class or Upper Second Class Honours. They should have indicated a strong, positive reason in their personal statement for participation in the programme. All of the teachers recruited had completed accredited programmes of teacher education in Ireland and were already eligible for initial registration by GTCS and by the Teaching Council Ireland or the GTCS Northern Ireland. All had the appropriate qualification enabling them to teach Religious Education in the Catholic School.

7.   Teacher views on participation in programme

a.   Appeal of the programme

Recruits commented positively on their involvement in the programme. In particular, they appreciated:

* the availability of full-time teaching jobs. (In Ireland, part-time or substitute teaching posts were available).

- the opportunity to complete a Masters qualification. (Recruits said that they wanted to do a Master's degree but funding was a challenge. This programme offered a great opportunity to combine both work and studies.
- the opportunity to work (and learn) outside Ireland

b.   What challenges/barriers were faced by teachers on the programme and how did the university help to overcome these challenges?

- The University supported teachers throughout their programme, offering meetings and advice at each stage of the process. Open communication was also secured with Council staff.
- In some cases, University staff contacted authorities (and schools) to clarify confusion about agreements, e.g. in respect of the use of the 0.8 FTE teaching commitment to facilitate study time for the Masters element of the programme.
- Some teachers reported challenges in combining the demands from schools and local authorities with the demands of the Masters programme. This was often due to specific schools having a less than complete understanding of the terms of the agreed programme or of   teachers engagement in the hybrid Flexible Route. All such problems were addressed successfully.
- More positively, on-going discussions also helped teachers to gain flexibility to select the topics and the reflective/critical nature of most assignments, allowed them to identify situations relevant to their professional development, to analyse their teaching experiences and challenges, and to develop knowledge of areas related to Inclusive Education.

c.   Placement experience

Not applicable to this programme.

8.   **Tutor views on programme delivery**

a.   Local Challenges

In general, this worked well. However, East of Scotland teachers were required to
attend local Council offices for Skype inputs. This proved challenging at times. To overcome this, the university arranged for staff to go to Edinburgh for meetings with participants and have utilised alternative IT options.
- At times, there has been a lack of awareness at local authority and school level about the programme and, specifically, about the use of the 0.2 FTE class commitment reduction to support the Masters learning. As indicated above, university staff have continued to work closely with the schools and LAs to increase their awareness of the needs of the programme.

b.   Successes

The university's evaluations so far indicate that the scheme has worked successfully. Local Authorities report that Irish teachers have performed well and have contributed significantly to their schools; and participants see a real possibility of a lasting career in Scotland, with some having already been offered, and accepted, permanent contracts.

All twelve teachers from the first cohort will graduate in December 2019 with either Distinction or Merit and one participant was the recipient of a Local Authority 'Excellence and Equity' Award.

9. Extent to which programme met educational objectives and possible areas for improvement

To date, 12 of the teachers who formed cohort 1 have sustained their studies. They have successfully progressed to the second and final year and expect to graduate in December 2019. The same number from cohort 2 are now in the second year of the programme.

10. Overall lessons learned

The timing of the recruitment process has proved challenging due to the timing of SG funding being confirmed. Given the dates for Irish student teacher placements, degree announcements and vacations, the University has required to undertake the recruitment process in a very tight window with some impact on local authorities who are keen to secure confirmation of their new staff in May/June.

Similarly, in the course of the last two years, teacher shortages have emerged in Ireland. As a result, the Irish Government is now revising its strategy for recruitment for the years ahead. Consequently, there has been some political pressure which has perhaps restricted opportunities for recruitment for Scottish schools.

Despite these issues, the University has delivered the programme very successfully.

11. Conclusions

The programme is successfully supporting (new) teachers working in Scottish schools and is promoting their professional development and their ability to be independent and critical professionals. Through the programme, they are also being helped to work in an inclusive education system.

However, due to increasing challenges in attracting qualified teachers from Ireland to come to live and work in Scotland, as reflected in the reduced intake for academic year 2019/20, it has been agreed with the university that cohort 3 is very likely to represent the final intake to this programme.

ALTERNATIVE ROUTES EVALUATION
PG CERT IN EDUCATIONAL STUDIES (STQ)

UNIVERSITY OF ABERDEEN

1. Description of Programme

The STQ route targets FE lecturers and teachers from out with Scotland. This alternative route enables these individuals to meet the GTCS requirements for full registration whilst being employed to teach in a Scottish school with GTCS Provisional (conditional) Registration status.

This 12 month blended learning programme consists of two compulsory courses of 30 credits each at Master's (level 11) over one academic year. However, some teachers were required to work an additional number of days to fulfil their conditions and this may have been longer than 12 months. It offers participants online support through an induction event and eight collaborate workshops during the year. All are encouraged to form peer-supported learning communities and are expected to engage in practice-based study tasks to support their exploration and understanding of the curriculum and school contexts in agreement with their employing local authorities.

Participants are also provided ongoing tutor support with a focus on formative assessment and mentored support within the school setting. Participants are simultaneously expected to spend a minimum of 18 weeks (90 days) full-time in a school to achieve the GTCS Standard for Full Registration (SFR). Some teachers completed the required days on a part-time basis. In the event of a candidate not being successful in attaining the SFR they can exit with a PG Certificate in Educational Studies (Scottish Teaching Qualification).

2. SG investment

Year of award	Value of award
2017-18	£87,000

Funds were used for programme development, marketing & advertising and establishment of the online environment created to support participants.

3. Intakes & Retention

Academic Year	Start Date	Intake	Academic Year end	Completion Rate (%)
2018/19	Sep 18	16	10	63

4. Participant demographic

Academic Year	No of Starts	Age range				Gender	
		18-24	25-34	35-44	45+	M	F
2018-19	16	1	5	3	7	5	11

5.   Analysis of data

Overall retention for cohort 1 is reported as 63% (n= -6). Reasons for leaving, where known, have been given as personal, health or failure to achieve the academic standard required. Numbers also include 2 deferrals.

In terms of participant demographic, the programme has attracted a male: female ratio of approximately 1:2 and given the participant group being targeted, the majority unsurprisingly fall into the 35+ age group.

6.   Selection Process

Extensive marketing has taken place with new online materials and post cards advertised across social media. The University of Aberdeen's communications department also released a news story promoting the PGCert in Educational Studies (STQ) featuring case studies about two of the current students on the programme. The current Facebook campaign has generated 476 landing page views with 46 leads.

The selection process is based on applicants successfully gaining Conditional (Provisional) Registration from GTCS and employment in a school.

7.   Student views on participation in programme

a.   Appeal of programme

Gaining full GTCS registration in one year whilst being able to work full time in a school environment; and being able to maintain family commitments whilst working and studying.

b.   Challenges/barriers faced and how overcome

The application process was considered to be prolonged and stressful. There are also financial challenges for participants, with some taking a salary reduction along with having to pay their own student fees.

Also for some participants they either did not have a mentor or felt that their mentor lacked experience and that the school was not fully aware of the programme aims. Some students had difficulty finding a school when not fully registered, some reported feeling like outsiders given they are not part of the probation scheme and in general the demands of study were significant when needing to be balanced with work commitments.

To help overcome these issues both the GTCS and the University of Aberdeen supported students through the registration and application process. This was on an individual basis and although time intensive it was necessary to establish the first cohort of students onto the new programme.

c.   Placement Experience

Participants on this programme have already gained some teaching experiences in other contexts and are employed in schools on temporary contracts under the GTCS conditional provisional registration category. As such, they are not 'on placement' but are furthering their professional experiences of teaching. Feedback was gathered on their professional experiences in this employed context.

Students reported that schools need to be more aware of the support required for new teachers who are not classed as probationers, but valued the opportunity as it allowed a link between studying and working to be formed in their practice.

8.   Tutor views on programme delivery

a.   Challenges

Recruitment to the programme was extremely challenging due to the number of processes participants had to go through to get to the point of commencing their studies. This proved easier for some more than others and working closely with the GTCS has resulted in steps being identified to help this process run more smoothly for future cohorts.

Participants also need to be employed in a Local Authority school. This required a lot of support as every local authority had to be contacted to ensure understanding of the STQ qualification and application process. There continues to be work needed to support local authority staff with their understanding of the STQ qualification and the skills and abilities STQ applicants bring to their new sector of employment.

A high degree of academic support was required for a number of participants who were returning to study after a number of years, along with pastoral support for a few who found themselves in challenging situations. Support was also required for school mentors who were unsure about the STQ route and the level of support they were required to give.

b.   Successes

The development of two online bespoke courses designed specifically to support experienced professionals to deepen their knowledge and understanding of learning and teaching while gaining full GTCS registration have been very well received.

Overall participants on this programme are committed, engaged and inspiring in their positive and enthusiastic approach to learning and teaching. This is a challenging programme balancing work in a totally new sector, school and staff as well as studying two Master's level courses in the evenings and weekends.

One positive change during the programme was the addition of online peer support sessions and informal online tutor sessions. These were introduced for course 2 based on participant feedback from course 1. This enabled participants to have time to discuss any issues informally about their study and also gain valuable support from each other. This was time intensive from the tutor perspective but ensured the continued retention of several participants who had considered withdrawing from the programme.

9.   Extent to which programme met educational objectives and possible areas for improvement

The programme has successfully enabled FE lecturers and teachers qualified from outwith Scotland to work towards full GTCS registration in both the primary and secondary sectors. The majority on the programme participants are from the FE sector with a few independent school candidates and a small number of teachers from outwith Scotland. Of the 10 participants who remained on the programme for the full academic year, all are expected to become fully registered with the GTCS and take up permanent teaching posts in Scottish local authority schools.

10.   Overall lessons learned

There has been an inconsistency of approach between Local Authorities with some paying participant fees in full while others have offered no financial support.

Some local authorities have also paid participants main scale salary recognising they come with experience and expertise to their new sector, while others have paid the probationary salary rate. There are also inconsistencies in the level of support being offered to those being paid the probationer salary rate, with some participants not benefiting from the same level of support that is currently available to probationer teachers.

The workload issues for some participants has been problematic in terms of working full time in a new sector and taking on additional study. This has required additional tutor/student support.

Conclusions

The programme has successfully attracted and supported additional teachers to the workforce and has provided appropriate professional learning to enhance the pedagogical skills of participants whilst employed by local authorities under GTCS Provisional (conditional) Registration status.

Overall Assessment

Whist this provision is now up and running and is helpfully supporting a very specific target of professionals to enter the teaching profession, there is a lack of equity in the approach being taken by local authorities towards the financial support offered to participants for programme fees as well as the level of remuneration paid to participants whilst on the programme.

ALTERNATIVE ROUTES EVALUATION
MEd MIDDLE YEARS (MATHS/SCIENCE) EDUCATION

UNIVERSITY OF GLASGOW

1. Description of Programme

This programme aims to prepare students to teach both mathematics and science in S1-S3 in addition to their PGDE Primary qualification. It addresses subject and pedagogy issues in a way that supports students' understanding of transitions between primary and secondary curricula. In order to register for the programme, applicants must be part of the PGDE Primary Education cohort, possess a minimum grade of a B at SCQF Level 6 in mathematics/science, and be successful in an Entry Interview. The programme starts in August of each *Year X* (with PGDE) and ends in December of *Year X+2* with an official graduation in *Year X+3* [i.e. starting in August 2019 with PGDE, ending in December 2021 with an official graduation in June 2022]. Although not yet finalised, it is understood that students who undertake the Programme will receive GTCS registration in Primary Education and that their ability to work across P1 through to S3 in a specialist subject area will also be recognised. In addition, students obtain a Master's degree in MEd Middle Years (Mathematics/Science) Education, qualifying them as an enhanced practitioner in their given subject area.

2. SG investment

Year of award	Value of award
*2016-17	£145,341
*2017-18	£263,976
2018-19	£134,162

Funding was spent on programme development and delivery
*Joint award with MEd in Inclusive Education, Policy and Enquiry

3. Intakes & Retention

Academic Year	Start Date	Intake	Academic Year end	Completion Rate (%)	Nos continuing	Academic Year end	Completion Rate (%)
2017/18	Aug 17	14	7	50			
2018/19	Aug 18	20	9	45	7	5	36

4. Participant demographic

No of starts by		Age range				Gender	
By cohort	18-24	25-34	35-44	45+	M	F
2017/18 (14 students)	2	7	3	2		14
2018/19 (20 students)	3	12	4	1	3	17

5. Analysis of data

Retention of participants to date is proving to be challenging with 36% (n= -9) of cohort 1 completing the two year programme and 55% (n = -11) withdrawing from cohort 2 after the first year. Reasons for leaving cited as workload.

Projected intakes for cohort 3 are also lower than the university had anticipated, and efforts continue to attract participants from their PGDE Primary programme.

6. Selection Process

In order to be eligible, applicants must be part of the current PGDE Primary cohort. In November of the PGDE year, interested students who applied for the programme are invited for an entry interview. Those who are successful are offered places and begin their participation in the Enhanced Practitioner course in the second semester of the PGDE year.

7. Student views on participation in programme

a. <u>Appeal of the programme</u>

Students reported:-

- chance to better understand the P1-S3 curriculum and its implications for student transition between year levels
- opportunity to make better connections between theory and practice within P1-S3 subject areas
- having access to different pedagogies (primary and secondary)
- flexibility of moving between primary and secondary sectors
- expectation of having better job opportunities

b. <u>What challenges/barriers were faced by students on the programme and how did the university help to overcome these challenges?</u>

- **Students said that there needs to be better communication between schools, local authorities and the university to ensure a shared understanding of the programme** - to help in that regard the university increased their level of involvement in placements by conducting meetings with the local authority and preparing presentations and leaflets for schools, detailing the main structure and timeline of the Programme.
- **Primary and secondary schools should be in close proximity to each other to give probationers more freedom of mobility between schools** - the university met with local authorities to ask them to arrange school placements in clusters or learning communities. They also shared students' home information with local authorities to help with the planning of placements.
- **Students said the programme was challenging because of the 3.5 day primary + 1.5 day secondary placements, as well as requirements for completion of assignments and a dissertation during the probation year** - the university have now introduced greater flexibility in terms of due dates and course content.
- **Students said there should be more support in secondary schools through regular meetings with mentors** - this was raised with local authorities by the

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university and headteachers and school mentors will be contacted directly to ask for their support in delivery.

— **The primary sector is less supportive as participants are limited to only being there for 3.5 days of the week** - the university therefore met with schools to promote the value and concept of the programme.

— **A need was identified for there to be regular meetings (once or twice a semester) between primary and secondary support teachers to exchange ideas and talk about how to further support progression of probationers in both sectors** - the university has agreed with local authorities the need for better communication between primary and secondary support teachers to enable them to exchange ideas and consider how to better support the student teacher's progression.

— **It is preferable to have more experienced support teachers working with students in the secondary context** - the university has talked to local authorities about securing experienced secondary supporters during the probation year and have agreed this would be brought to the attention of the head teachers in assigning support teachers to probationers in the secondary setting.

c. <u>What information was gathered on the student placement experience?</u>

Participants are finding it difficult to access digital resources in secondary schools and are not feeling a sense of belonging in this sector. Due to examination pressures, participants have less (or no) opportunities to teach students in S3 because their pedagogical and curriculum skills are perceived to be more closely related to Primary level requirements.

Students see the educational 'gaps' across primary and secondary. They feel they can apply the pedagogy gained in primary to the secondary setting and have also learned about the behavioural challenges in secondary schools.

Students have also said that they feel they better understand the transitions in the curriculum and what to focus on in the upper primary grades as a consequence.

The overall level of challenge associated with inhabiting both age phases has proved demanding for students.

8. Tutor views on programme delivery

a. <u>Challenges</u>

One major challenge is students' readiness for starting data collection during the probation year. Because of time constraints, students do not have enough time to spend on the groundwork for their dissertations, especially in the first half of their probation year and because they are in the secondary sector for a relatively short period of time and share classes. Going forward the university will support students by refining the current arrangements for assessment.

b. Successes

Students gain real experience in both primary and lower secondary sectors in terms of pedagogy, curriculum and classroom management in specialist areas. Students also have better opportunities to learn about the challenges of conducting practitioner enquiry to Masters level and be involved in classroom research.

9. Extent to which programme has met educational objectives and possible areas for improvement

The Programme has been successful in terms of supporting participants to understand transitions between sectors in terms of pedagogy, curriculum and classroom management. As with any innovation, there are challenges associated with the sector adjusting to a new approach – specific examples of which have been captured in this summary.

10. Overall lessons learned

Main challenges have been in relation to logistical concerns such as school placements and coordination of communication between local authorities and schools.

11. Conclusions

This programme is new in terms of both concept and delivery and the logistical and communication challenges these have presented are captured within this summary report.

Overall assessment

In addition to the urgent need for clarity on the GTCS registration of graduates from this programme to help ensure their enhanced skills are appropriately recognised, it will be important to ensure that any lessons learned from existing recruitment practices and/or programme delivery are used to positively impact on current levels of attrition.

GTCS reaccreditation of the programme is due in October 2020 and the evidence gathered through this evaluation and that undertaken by the university should be used to help inform that process. It will be important to consider the future of the programme once this detail is available and to work in conjunction with the university, SG Workforce Planning, GTCS, SFC and local authority colleagues to ensure a shared understanding of the contribution that it will continue to play within the suite of ITE provision on offer by Glasgow going forward.

ALTERNATIVE ROUTES EVALUATION
TRANSFORMATIVE LEARNING AND TEACHING (MSC)
EDINBURGH UNIVERSITY

1.   Description of Programme

The MSc in Transformative Learning and Teaching is a two year (21 month) full Masters programme. Its aims are to address issues of transition by developing graduates who can teach across the primary and secondary settings; develop new teachers who have an explicit commitment to, and expertise in teaching for social justice; contribute to diversifying the teacher demographic in Scotland; and to increase the number of teachers in the subject areas where there are shortages i.e. Physics, English, Computing and Maths. The programme has extensive and intensive site based learning alongside the university based learning, which amounts to two days per week throughout the year with some additional block periods. Site based learning is organised into clusters, comprising a secondary school, its associated primary, nursery and special provision and with links to other community-based provision. Each cluster is populated with 8-10 students and schools appoint a 'cluster tutor' to act as the link with the university. These tutors are supported to complete a 'Supporting Teacher Learning in and through Practice' course, which is a partnership course that has GTCS Professional Recognition.

The programme comprises a Nursery–Secondary 3 generalist pathway and a Primary 5 – Secondary 6 pathway in either Computing, English, Maths or Physics.

2.   SG investment

Year of award	Value of award
2016/17	£132,000

Spend has been on development and delivery of the programme. This has included academic and local authority staff time as well as a formal external evaluation.

3.   Intakes & Retention

Academic Year	Start Date	Intake	Academic Year end	Completion Rate (%)	Nos continuing	Academic Year end	Completion Rate (%)
2017/18	Aug 17	31	29	94			
2018/19	Aug 18	28	26	93	27 →	26	84

4.   Participant demographic

Academic Year	No of Starts		Age range				Gender	
		18-24	25-34	35-44	45+	M	F
2017/18	31	13	10	6	2	4	27
2018/19	28	7	11	8	2	4	24

Most striking was the diversity of the student population in relation to ethnicity, particularly given the programme aim of contributing towards diversifying the teacher demographics in Scotland. Although the majority of students to date have been White, White/Scottish or White/British, there is representation from Arab, Chinese, European,

Maltese, Pakistani/Scottish White/Asian, White/Greek, White/Native American and White/Non-British ethnic groupings.

5. Analysis of data

Overall retention for cohort 1 reported as 84% (n= - 5). Reasons for leaving, where known, have been given as personal, health or academic failure. Cohort 2 retention is at 93% (n= -2) going into the 2019/20 academic year. Reasons for leaving again given as either personal or termination of studies following academic failure.

Five bursaries were provided to cover men into early years, women into science and ethnic minorities into the programme.

6. Selection Process

Entry requirements specify a 2:1 honours degree or its international equivalent in a related and relevant discipline. Those for whom English is a second language have been given dispensation to acquire the necessary GTCS entry qualification of Higher English during their time on the programme.

Participants must have experience of and a commitment to working with children and/or young people. They are advised they must also demonstrate an awareness of the powerful impact of education and teachers on young people's lives. If their application is successful each participant is then required to undergo an extensive professional interview, where their awareness of the transformative potential of teachers and teaching is further explored. All stakeholders have commented on the high calibre of the participants, which the university asserts is testament to the efficacy of the selection process being used.

7. Student views on participation in programme

Appeal of Programme

Students were attracted to the transformative and political focus of the programme. The transition focus was also a draw for some as was the two year Masters level aspect of the programme.

Challenges/Barriers faced and how overcome

The chief challenge for participants has been the intensity of the programme which has involved a significant amount of reading as well as multiple assessments. These assessments often appeared to come in short succession and for some students this has been 'exhausting'. This has resulted in some of the timings for assignments being revised. The assessment philosophy is student-driven, and at the start of each course assessment criteria and formative assessment practices are discussed and a negotiated way of meeting the learning outcomes is agreed.

Placement Experience

Participants welcomed the opportunities afforded by the continuous school placements[1] to read, reflect, try out things and then return to reading. The placements across the sector and the emphasis on transition were valued for enabling participants to see issues from 'both sides of the fence.' All welcomed the small cohort size they were a part of, which helped to appreciate the requirement for collaborative working and resulted in cohorts being invested in each other's learning and progress. The majority of participants reported very positive experiences in schools. Some, however, indicated that their placement schools had not been ready for the level of criticality that they had brought and this lack of understanding had led to them being questioned about the programme and about the kind of teachers they were aspiring to become.

8. Tutor views on programme delivery

a) Challenges

These included ensuring the programme was developed collaboratively; high levels of workload; stress associated with the newness of the programme; getting the recruitment right; fears of resistance to the 'activist' teacher idea; some resistance from a small number of individual professionals who had not bought into the programme ethos and who were, consequently, less supportive of students whilst on placements; the challenge of time; barriers relating to the University's structure and processes; and anxiety about the future GTC registration categorisation of the students.

b) Successes

Tutors highlighted a number of successes of the programme:

- the learning of the mentors, many of whom had taken up the idea of the transformative teacher and were practising this themselves
- engaged participants who had a lot of passion, were hungry for the activist curriculum and who always undertook the preparatory reading for classes
- the cross-sector working undertaken by participants which gave them a broader perspective on learning and teaching
- the enjoyment of masters level teaching
- several tutors indicated that teaching on the TLT programme was a career highlight for them
- evidence of the value of embedding social justice within specific modules through a practice of critical literacy
- being able to challenge participants to think about learning in the broadest sense
- enhanced professional development and learning of existing teachers through their engagement with participants on the programme

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[1] Participants spend 2 days per week in school throughout the programme as well as a 3 week block in each of the first three semesters, and a five-week block in the final semester (30 weeks 150 days in total)

- an innovative partnership with Place2Be aimed at equipping participants with the knowledge, understanding and skills to support children and young people's mental health.

9. Extent to which programme met educational objectives and possible areas for improvement

The programme has been independently evaluated and this has confirmed that the programme has met each of its objectives. Although participants had not yet graduated at the point of the evaluation, the report asserts they have already demonstrated:

- substantive pedagogical breadth and depth of subject knowledge in either a
- secondary subject or in nursery/primary education, together with the ability to teach across the P5-S3 transition phase;
- knowledge across the education sector, as well as their capability of teaching
- specialised knowledge in teaching literacy and numeracy and the ability to draw on their understandings of equality, diversity and inclusion in their practice of teaching literacy and numeracy;
- understanding the politically contested notions of social justice and sustainability
- and the ability to draw on this knowledge in complex professional settings;
- an ability to employ systematic, evidence-based practice in their teaching,
- demonstrating an ability to inquire creatively into their own and others' practices in
- order to impact positively on learners' development;
- digital and statistical literacy, demonstrating an ability to use these skills to enhance pedagogical practice and communication with pupils, parents, colleagues and other professionals;
- the ability to lead on innovative practice in their chosen field, adopting an activist
- orientation to teaching; and
- a global outlook, demonstrating critical awareness of international perspectives

Local authority and school personnel also described participants as being of an extremely 'high calibre' and indicated that they were impressed by their professionalism, their willingness to learn and their 'curiosity.'

10. Overall lessons learned

The MSc has been a significant learning experience – and opportunity – for all those engaged in the first two years of its delivery. The social justice and transformation at the heart of the programme has not been without challenge, but the effort that has gone into the planning and delivery of the programme appears to have paid off and ongoing challenges are gradually being overcome.

11. Conclusions

This programme is new in terms of both concept and delivery and the logistical and communication challenges this has presented have been captured within this summary report.

Overall assessment

Whilst participants expressed some degree of anxiety in being part of a new and potentially experimental programme, they said this anxiety was more than compensated for by their pride in being transformative teachers and in their capability to make a difference.

There is an urgent need for clarity on the GTCS registration of graduates from this programme, particularly given some of the 'system' challenges that have been faced in securing a shared understanding of the teaching professionals the programme has been designed to produce.
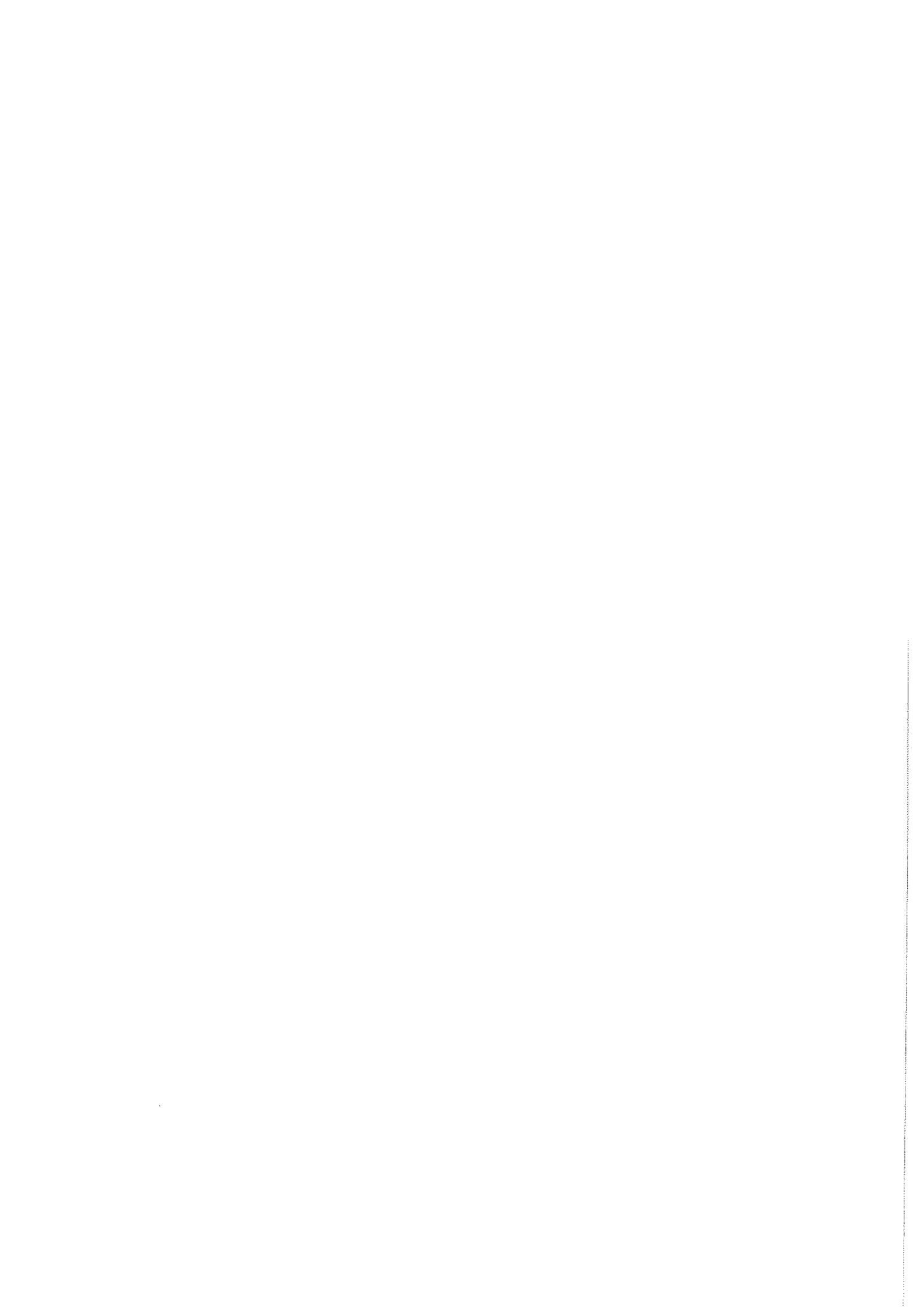
ALTERNATIVE ROUTES EVALUATION
BSc EDUCATION WITH CHEMISTRY/PHYSICS

UNIVERSITY OF THE WEST OF SCOTLAND

1.   Description of Programme

This is a 4 year full-time undergraduate course that aims to develop individuals with the knowledge and skills required to teach Chemistry and Physics at Secondary School level. Participants study their chosen subject to Honours level and develop their teaching skills in year's 3 and 4.

This provision is being extended to include Maths from academic year 2019/20.

Both programmes went through a university validation and GTCS accreditation process in April 2017 and recruitment started in academic year 2018-19. Each is designed to meet the workforce need for increased numbers of qualified secondary science teachers.

2.   SG investment

Year of award	Value of award
2016-17	£17,200

The grant allocation was used to pay for staff time, advertising, website changes/design, accreditation events and external examiner fees.

3.   Intakes & Retention

Academic Year	Start Date	Intake	Academic Year end	Completion Rate (%)	Nos continuing	Academic Year end	Completion Rate (%)
2018/19	Aug 18	17	16	94			

4.   Participant demographic

Academic Year	No of Starts		Age range					Gender		
			18-24	25-34	35-44	45+	Prefer not to say	M	F	Prefer not to say
2018/19	17		11	5			1	8	8	1

5.   Analysis of data

Overall retention for cohort 1 is reported as 94% (n= -1). Reason for leaving given as personal.

6.   Selection Process

University minimum entry requirements need to be met and interviews are held for direct entry to the subject degree element of the programme. Progression thereafter into the teaching qualification (TQ) is dependent on the outcome of an interview with the School of Education university colleagues.

7.   Student views on participation in programme

The main attraction has been the reduced time to get a teaching qualification through integration of the post graduate year into the honours degree programme.

Specific challenges cited by participants included the need to achieve Higher English prior to entering the TQ phase of the programme; and coping with the different structures over terms 1 & 2 of the programme, which involved coursework being continuously assessed as well as a final written exam. These were overcome through appropriate advice from the relevant Personal Tutor and/or Programme Leader.

The issue of financial support towards meeting the costs associated with achieving the Higher English qualification has also been raised.

8.   Tutor views on programme delivery

Given that participants are still in the first or second year of their programme, it is too early to comment. However, as yet no major challenges have been reported.

9.   Extent to which programme met educational objectives and possible areas for improvement

As above

10.   Overall lessons learned

Nothing specific raised at this stage.

11.   Conclusion

This provision combines degree level study in Physics and Chemistry with a teaching qualification and although at a very early stage in its delivery cycle, it appears to have been well received by both tutors and participants.

Overall Assessment

It is encouraging to note that the structure of the programme is allowing participants the time to achieve the required GTCS minimum entry requirements for initial teacher education programmes. Both intakes and retention appear positive and the addition of Maths as a subject offer in the coming academic year is welcome, given the ongoing shortages that remain for secondary STEM teachers in Scotland.

ALTERNATIVE ROUTES EVALUATION
BSC (HONS) PRIMARY WITH SPECIALISM
UNIVERSITY OF STIRLING

1. Description of Programme

The BA/BSc (Hons) in Professional Education Primary with various specialisms , Inclusive Practice, Literacy, Numeracy and Primary Science offers students the opportunity to study education and a subject aligned to their specialism at university level.

Students are required to take modules in Educational Studies, Primary Education and School Experience alongside their specialism subject. In semesters 1-5 Education and subject modules are studied concurrently. In semesters 6-8 the focus is on Education. Specialism modules in the third and fourth year of the Programme bring the specialism subject knowledge and primary education together, enabling participants to gain a deeper understanding of their specialism - its nature, history and applications to primary education - and their ability to communicate this knowledge to pupils, colleagues, and parents. Participants also develop knowledge and abilities that will equip them for future roles as subject/area leaders in primary schools as well as strengthening their employability and opportunities to influence the practice of others.

A key feature of the Stirling ITE Primary Programmes is concurrency. The concurrent ITE Programme is neither a Postgraduate programme nor a BEd, but it does have elements of both. It enables study of a specialism alongside a teaching qualification. It also has a longer period for reflection and the integrated study of the BEd.

2. SG investment

Year of award	Value of award
2016-17	£9,000
2017/18	£5,000

3. Intakes & Retention

Academic Year	Start Date	Intake	Academic Year end	Completion Rate (%)	Nos continuing	Academic Year end	Completion Rate (%)	Nos continuing
2017/18	Sep 17	36	36	100				
2018/19	Sep 18	41	41	100	30	30	83	

4. Participant demographic

Academic Year	No of Starts	Age range				Gender	
		18-24	25-34	35-44	45+	M	F
2017/18	36	6	29	1		5	31
2018/19	41	10	24	6	1	4	37

5. Analysis of data

Overall retention for cohort 1 is reported as 83% (n= -6). No reasons for leaving are available. Cohort 2 retention is at 100% going into the 2019/20 academic year.

6.   Selection Process

The University evaluates the UCAS statement to determine breadth of experience working with children across different ages, mentoring roles in school, evidence of communication and leadership skills and additional qualifications.

Through year 1 of the programme tutors and participants work together in specialism seminars. These seminars enable further evaluation by both parties of the suitability of teaching as a career before progressing into year 2.

7.   Student views on participation in programme

Appeal of Programme

- opportunity to study, at degree level, in a specialism subject
- employability prospects, given the specialisms are current priority areas across Scottish primary education
- key partnership with highly experienced teachers, who are seconded from local schools to support course delivery (Teacher Fellows). They work alongside academic tutors and are part of the rich practice-theory links within the university
- use of micro-teaching to build confidence in teaching – working with small groups of children on the University campus

Challenges/barriers faced and how to overcome

- **studying the specialism subject at degree level alongside students studying the subject for a 'full' degree** - focus now on subject specialism in year one of the programme, which is offering the potential for participants to feel more aligned to their subject specialism than primary education;
- **Timetabling for Primary Science students** - working in partnership with Heriot Watt (HWU) has meant students having to work across two campuses and this has led to challenges with timetabling. To address this, adjustments have been made to the Primary Science programme, with students only attending HWU during their first year and the compulsory year one Education modules being delivered at HWU.
- **the need to have Higher's in both Chemistry and Physics** - primary science students now only require a Higher in Physics or Chemistry and from year 2 they will be based full-time at Stirling.

In terms of resilience more generally, Stirling is involved in a pilot initiative with the mental health charity Place2Be, which involves a full-time experienced counsellor in child and adult mental health. The new member of staff has been providing support through lectures, seminars but the most powerful inputs, reported by students, has been the offer of confidential 1-1 meetings (over 40 students have taken up this opportunity).

A current evaluation of the project is highlighting the need for a place to talk and how, through this opportunity, students are able to continue with their studies and placements more positively and in some case remain on the programme

Placement Experience

A mixed picture has been presented. Points raised include:

- a positive experience where participants can begin to put theory into practice
- developing positive working relationships with both teachers and pupils
- levels of anxiety about being placed late and, for some, the distance required to travel
- quality of mentoring can be inconsistent
- financial circumstances for some students require them to continue with their paid work commitments which can impact on their level of preparedness and in some cases this has led to unsatisfactory placements
- the last two years students have commented about the challenges in establishing a work life balance as a teacher and the limited level of enthusiasm shown by staff they encounter whilst on placement for teaching as a profession.

8. Tutor views on programme delivery

Challenges

- **Working across Faculties** – which has been addressed by the appointment of tutors as Academic Advisers for each subject. Their role is to liaise across Faculties and monitor progress of their specialism group across the programme.
- **Translation of theory and practice** - which has resulted in changes to the length of placements, approach to the assessment of students and the introduction of a new module in year 4 which requires students to be critically reflective on their final placement in relation to academically informed literature and how this will impact on their future teaching decisions.
- **Continued opportunity for students to engage with micro-teaching** - securing the number of schools required to participate in this activity has proved difficult, with schools stating that pressures of a full curriculum meant they were unable to release pupils. The university has now negotiated with schools for pupils to attend for four mornings and also offered the opportunity for schools to remain at the university for the afternoon and engage in widening access opportunities to universities e.g. campus tours, art seminar, mathematics challenge.
- **Identified need for Early Years students to have a greater depth of understanding of early child development and learning** - two new modules were introduced for the Early Years students three years ago and because of their success all primary students will be taking these modules from September 2019.

Successes

- The increased number of specialisms are bringing a greater depth of knowledge and understanding, as well as confidence and competence across the range of specialism areas.

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- New academics joining the team with internationally recognised research profiles in mathematics, literacy and inclusive practices.
- Place2Be project – securing a bid to engage in a two year fully funded mental health project to support students' developing understanding of children's mental health and how as teachers they can support this but also, importantly, supporting the students own mental health. At the heart of the project is valuing the importance of talk, and giving students the opportunity for critical reflective dialogue (supervision) with a trained specialist counsellor in child mental health.
- Director of Placements is working with GTCS to ensure more timely notification of placements, providing mentoring sessions for teachers and introducing a new weekly mentoring booklet for students to help guide the regular conversations with mentors.

9.   Extent to which programme met educational objectives and possible areas for improvement

Given that no cohort has yet completed the programme there is no detail provided by the University at this stage.

10.   Overall lessons learned

It remains early in the life of the programme but the importance of establishing placements in a timely manner and ensuring that consistent quality mentoring is provided for all students appears to be key.

11.   Conclusion

This provision combines degree level study in primary education with a specialism subject in priority areas and appears to enjoy the support of both tutors and participants in terms of its structure, pace and delivery.

Overall Assessment

Intakes and retention of participants remains positive and it will be important to ensure that the challenges being faced in securing suitably well supported placements for students is addressed.

ALTERNATIVE ROUTES EVALUATION
BSC (HONS) WITH TQ IN CHEMISTRY, PHYSICS AND TECHNOLOGY
UNIVERSITY OF STIRLING

1. Description of Programme

This is a 4 year BSc (Hons) with Teaching Qualification that combines core elements of STEM subjects with a teaching qualification for the secondary setting. Subjects covered are Chemistry, Physics and Engineering Technology. A key feature of the Stirling ITE Secondary Programme is concurrency. The concurrent ITE Programme is neither a Postgraduate programme nor a BEd, but it does have elements of both. It enables study of a subject (secondary) alongside a teaching qualification. It also has a longer period for reflection and the integrated study of the BEd.

2. SG investment

Year of award	Value of award
n/a	n/a

3. Intakes & Retention

Academic Year	Start Date	Intake	Academic Year end	Completion Rate (%)	Nos continuing	Academic Year end	Completion Rate (%)	Nos continuing
2017/18	Sep 17	15	13	87				
2018/19	Sep 18	9	9	100		9	60	

4. Participant demographic

Academic Year	No of Starts	Age range				Gender	
		18-24	25-34	35-44	45+	M	F
2017/18	15	14	1			8	7
2018/19	9	8	1			2	7

5. Analysis of data

Overall retention for cohort 1 reported as 60% (n= - 6). No reasons for leaving have been provided. Cohort 2 retention is at 100% going into the 2019/20 academic year.

In terms of participant demographic, the programme attracted broadly equivalent numbers of both males and females in 2017/18 but the male: female ratio has changed significantly for cohort 2 (1:4).

The age demographic of all participants is 18-34, which is largely to be expected given this is undergraduate provision.

6. Selection Process

The university evaluates the UCAS statement to determine breadth of experience working with children across different ages, mentoring roles in school, evidence of communication and leadership skills and additional qualifications.

Through year 1 of the programme tutors and participants work together in specialism seminars. These seminars enable further evaluation by both parties of the suitability of teaching as a career before progressing into year 2.

7. Student views on participation in programme

Appeal of Programme

- Concurrent degree model means that students gain a secondary education degree with a STEM subject in only 4 years.
- STEM subjects taught by experts at Heriot-Watt University, with Education taught by the School of Education at Stirling University.
- Key partnership with highly experienced teachers - teachers are seconded from local schools to support course delivery (Teacher Fellows). They work alongside academic tutors and are part of the rich practice-theory links at the University of Stirling.
- Use of micro-teaching to build confidence in teaching – working with small groups of children on the University campus (20 mins sessions).

Challenges/barriers faced by students and how overcome:

- The distance between HWU and Stirling has meant considerable travel and some clashes with timetables.
- Due to studying at two universities students can struggle with understanding their campus identity and this has led to uncertainty over who they go to if they need advice.
- Accommodation - important students know where they will be based for the majority of their time to inform accommodation decision.
- Ability to manage challenging times as a student teacher when resilience is low e.g. during school placements and assessments.

To help overcome these issues a specific tutor has been appointed from Stirling to co-ordinate between Heriot Watt and Stirling. The tutor has worked to forge stronger links and further improve communication. A project has also been established to ensure a greater sense of community across the ITE programme and with Heriot Watt.

Placement Experience

- A positive experience where they can begin to put theory into practice.
- Developing positive working relationships with both staff and pupils. Levels of anxiety about being placed late and, for some, the distance required to travel.
- Quality of mentoring can be inconsistent.
- Financial circumstances for some students require them to continue with their paid work commitments which can impact on their level of preparedness and in some cases this has led to unsatisfactory placements
- The last two years students have commented about the challenges in establishing a work life balance as a teacher and the limited level of enthusiasm shown by staff they encounter whilst on placement for teaching as a profession

8. Tutor views on programme delivery

Challenges

- **Working across Universities** - appointment of new tutors to co-ordinate and lead on strengthening the partnership.
- **Translation of theory and practice** - which has resulted in changes to the length of placements, approach to the assessment of students and the introduction of a new year 4 module which requires students to be critically reflective on their final placement in relation to academically informed literature and how this will impact on their future teaching decisions.
- **Continued opportunity for students to engage with micro-teaching** - securing the number of schools required to participate in this activity has proved difficult, with schools stating that pressures of a full curriculum meant they were unable to release pupils. The university has now negotiated with schools for pupils to attend for four mornings and also offered the opportunity for schools to remain at the university for the afternoon and engage in widening access opportunities to universities e.g. campus tours, art seminar, mathematics challenge.

Successes

- Students have established a specific ITE Science Society to give peer support and create a sense of identity.
- Director of Placements is working with GTCS to ensure more timely notification of placements, providing mentoring sessions for teachers and introducing a new weekly mentoring booklet for students to help guide the regular conversations with mentors.

9. Extent to which programme met educational objectives and possible areas for improvement

Given that no cohort has yet completed the programme there is no detail provided by the university at this stage.

10. Overall lessons learned

The importance of establishing a sense of student identity where multiple universities are involved in the delivery of provision.

11. Conclusion

This provision combines degree level study in secondary education with a specialism subject in the priority STEM subjects, but it is clear there have been very specific challenges in terms of student identity and programme delivery that has had a negative impact on the quality of the student learning experience.

Overall Assessment

These programmes have been incorporated in the university's portfolio since September 2016 and despite significant promotional effort through the creation of assets and email campaigns, enrolments numbers have remained low.

That being the case, the university is proposing to change how this programme is delivered by ensuring the majority of teaching is delivered on one campus which will be Heriot Watt University. The university is also exploring options around the diversification of their provision in these subjects and discussions are ongoing with key partners.

ALTERNATIVE ROUTES EVALUATION
BA (HONS) FOOD, NUTRITION AND TEXTILES EDUCATION
UNIVERSITY OF THE HIGHLANDS & ISLANDS

1. Description of Programme

A four year undergraduate programme to qualify as a secondary teacher of Home Economics. This programme is unique in Scotland as it combines academic study in Food, Nutrition, Textiles and Education with practice based school experience within the four year programme of study.

There are two entry routes into the programme: year 1 of the degree or access at year 2 for applicants who hold an HND in Professional Cookery. This route is anticipated to attract more mature students or students who completed their HNC Professional Cookery and may have decided to then pursue a career in industry.

Features of the programme include:

- Dedicated staff team with strong industry links
- Balance of theory and practice throughout the degree programme
- Emphasis placed upon key areas of practical activities in years 1 and 2 and the opportunity for vocational placements with industry in year 1
- Education modules introduced from year 1
- 50% split in years 3 and 4 between education modules and school placement

2. SG investment

Funding has been used to develop and market the programme, pay for staffing and ensure the learning environment is fit for purpose.

Year of award	Value of award
2016-17	£10,000
2017-18	£88,000
2018-19	£124,000

3. Intakes & Retention

Academic Year	Start Date		Intake	Academic Year end	Completion Rate (%)
2018/19	Aug 18	Yr 1	18	18	100
		Yr 2	6	6	100

4. Participant demographic

Academic Year	No of Starts		Age range				Prefer not to say	Gender		Prefer not to say
			18-24	25-34	35-44	45+		M	F	
2018/19	24		19	1	3		1	4	19	1

1

5.   Analysis of data

Overall retention for cohort 1 is reported as 100%. In terms of the participant demographic the male: female ratio is 1:5, and the overall participant age group is dominated by the 18-24 age group (83%).

6.   Selection Process

Application is made through the UCAS undergraduate admissions. Applicants for entry to Year 1 who meet or who are sitting the examinations needed to meet the academic entry requirements are invited to a selection event on the basis of their personal statement. Selection activities include a group discussion and presentation along with an individual literacy activity. Selection activities are scored and offers made following the event.

Applicants for entry to Year 2 who meet or who are sitting the examinations to meet the academic entry requirements are invited to an individual interview. Questions at the interview cover inclusion, curriculum and leadership.

7.   Student views on participation in programme

a.   Appeal of programme

Development of the skill set needed to teach all aspects of Home Economics from year 1 of the programme.

b.   Challenges/barriers faced and how overcome

Travel costs and the time it takes to get to Perth College. Some students are travelling significant distances, while others are staying in student halls. The travel issue is compounded by the length of the day , and in some cases the cost of childcare. To help overcome some of these challenges, the programme has been timetabled for 3 full days per week for years 1 and 2 and year 3 will be taught over 2 days.

c.   Placements

The first students to go out on assessed school placements are from year 2 (those in year 1 have a formative placement in school). The programme leader contacted all schools to explain the programme and visited each student on placement.

Students are reported to have high professional expectations and integrate effectively into the dynamics of the department/ faculty. Students seem to be very aware of their pastoral and whole school responsibilities at this very early stage of their professional career.

8.   Tutor views on programme delivery

a.   Challenges

The timeline for the design of the programme meant that the module content was scoped by the Programme Leader, prior to the appointment of specialist staff. The teaching materials were then designed collaboratively but the ideal would have been to have had all staff involved in writing module content.

The student cohort live across central Scotland and the geographic spread of school placements makes it difficult to timetable observation visits. Over time staff will develop networks to enable locally based teachers to observe students on some placements.

b.   Successes

In Year 1 of the industry placement the students were commended for their skills, professionalism and approach to health and safety.

9.   Extent to which programme met educational objectives and possible areas for improvement

Report from the External Examiner to the first Examination Board for the programme in February 2019 confirmed they were extremely encouraged by the positive start to this programme. They reported that the series of modules reviewed had been prepared in meticulous fashion to meet the exacting standards of GTCS and UHI; that key teaching staff are critical of their work and aware of changes that need to be made now that the modules are being taught; staff are committed and upbeat about the programme; and that there is a strong sense of ownership and teamwork, with professional engagement with students is a top priority.

10.   Overall lessons learned

The programme remains at a relatively early stage and its not been possible to identify key learning points at this stage.

11.   Conclusions

This programme is offering a flexible route to those wanting to pursue a career as a secondary Home Economics teacher for which there is a demand across Scotland. Although at a very early stage in its delivery cycle, the programme appears to have been well received by both tutors and participants alike.

Overall Assessment

There are no particular issues identified at this stage and SG will continue to liaise with the UHI on programme delivery.

Meeting date: 11 September 2019
Agenda item:

Purpose: For Discussion

Title: Excellence in Headship: Enhanced Support Package for Headteachers

Key Issue: An overview of the enhanced support package in place for headteachers including an update on engagement with the programme to date and how the programme supports and reflects system developments

Action Required: SBTE members are asked to discuss the progress made on the Excellence in Headship enhanced package and to:

- consider opportunities and/or risks that have the potential to impact upon Excellence in Headship.
- consider stakeholder engagement in the next iteration of the rationale and design of Excellence in Headship.

Author: Professional Learning and Leadership, Education Scotland
Date: 29 August 2019

FOR DISCUSSION   **SBTE**

STRATEGIC BOARD FOR TEACHER EDUCATION

ENHANCED SUPPORT PACKAGE FOR HEADTEACHERS

1. Purpose

The purpose of this paper is to promote discussion about the enhanced professional learning offered by Education Scotland to Headteachers through Excellence in Headship (EiH) in light of the developing Empowering Schools work.

2. Context

In June 2018 the Deputy First Minister announced that there would be significant further investment in the leadership support package for headteachers to support the introduction of the Headteachers' Charter and that Education Scotland (ES) would work with the profession to enhance the existing offer and introduce new opportunities and resources to support empowered school leaders.

In November 2018, the Headteacher Recruitment Working Group published its report and next steps document. The report summarises the Working Group's consideration of the issues relating to the recruitment and retention of headteachers highlighted in the 2106 ADES report. It sets out a series of recommendations for the next phase of work to be overseen by the Strategic Board for Teacher Education.

3. Background

The EiH programme provides a holistic approach to leadership professional learning and development for head teachers across Scotland. The core spine of the programme ensures that components reflect the GTCS Standard for Headship and reference the Model of Professional Learning to support self-evaluation and review. The programme provides an annual offer of leadership professional learning opportunities available in a range of formats for all substantive head teachers who have normally been two years in post.

The programme takes cognisance of the programme design and content of Into Headship and In Headship ensuring there are opportunities to extend and deepen learning. The delivery model includes opportunities for collaborative learning, cross system learning, coaching, network development, international knowledge exchange and engagement with digital learning.

The programme is now in its third year and has evolved considerably over that time. During the last six months two new Lead Specialists have joined the Professional Learning and Leadership team within ES on secondment so the team now includes:

Alison Allan   Seconded Senior Manager, North Ayrshire
Gordon Bone   Seconded Headteacher, South Ayrshire

Andrew Travis   Seconded Headteacher, Aberdeenshire

The team have been working to enhance the programme in light of system developments particularly, the increased focus on empowerment within education whilst still working within the initial design principles of the EiH programme which can be found in the Excellence in Headship programme rationale attached at Appendix 1.

4. Key Points

EiH Lead Specialists have reviewed recent policy documents and publications including the Empowered System, Headteachers' Charter and the Devolved School Management guidelines, analysed the evaluation data collated from participant feedback and held professional discussions with headteachers from across the system to identify areas of professional learning to be included within an enhanced Excellence in Headship programme. These included:

- Building capacity: developing a whole school culture, including using the national model of professional learning, understanding of adult learning and facilitation
- Developing and sustaining an empowering culture including supporting teacher agency and development of a collaborative culture
- Curriculum leadership and design including the concept of service design
- Coaching and the development of a community of practice
- Identification of a pathway for experienced headteachers to build forwards from the work of the Fellowship programme to include opportunities to deepen professional knowledge and practice through collaborative professional enquiry and research
- System leadership: enhanced understanding of public service leadership as headteachers develop integrated approaches to whole school improvement and community engagement. Concepts here include understanding policy development, influencing skills and leading beyond authority. Headteachers have indicated that these are areas where they would benefit from further development to enable them to contribute more effectively to system change
- Use of resources: devolved school management, human resources
- Family engagement with learning
- Learning from, and sharing, practice internationally through greater exposure to research, policy and experience of international exchanges.
- The need to reflect the evolving shape of the system, for example regional working, within the programme where appropriate.

Evaluation of EiH showed that a high level of participating headteachers found that:

- Learning was good or very good and had met their expectations
- Learning had increased confidence, knowledge and skills
- They were likely to share the learning
- They were likely to implement learning in practice
- They had a good or very good experience.

Headteachers also provided feedback on their experience and impact of the programme to date which will be used to develop case studies to promote future engagement with the programme. Headteachers indicated that the following features of EiH were valued:

- High quality professional learning while remaining compatible with the workload of head teachers
- The 'no-end point' format of EiH provides career-long professional learning that has a cumulative impact on practice
- EiH has a flexibility that allows the headteacher to design a personalised programme of learning that is relevant to need and context
- Facilitated delivery methods underpinned by the principles of adult learning
- Learning from and with colleagues from all sectors
- Opportunities to develop networks - these have subsequently provided both support and advice
- Increased confidence to lead at both school and system level.

Headteachers indicated the following aspects were barriers to engagement in EiH:

- Difficulty in taking time out of school due to teaching and other school commitments
- Lack of staff to release the headteacher from a teaching commitment or resulting in the headteacher being class committed
- Headteacher workload
- Travel – time taken, distance and/or expense
- Half-day EiH sessions involved a full-day out of school plus the expense of travel.

Following EiH residential events in autumn 2019, 27% of all headteachers will have completed EiH Induction; 35% of all secondary and 26% of all primary headteachers. Engagement of headteachers ranges between 20-32% across Regional Improvement Collaboratives.

EiH participants are able to participate in the Head Teacher Leadership Academy led by Columba 1400 on Values-based Leadership. During cohorts 1 and 2 of this programme 89 EiH participants attended.

5. Enhanced programme

The initial EiH programme for 2019/20 has been developed to reflect the aspects outlined above and a copy of the full programme can be found at Appendix 2.

In summary, the programme currently offers 3 EiH Residential Induction events and 19 EiH Learn programmes (formerly EiH Masterclasses) which will be held in 7 locations across the country with a combined offer of 35 EiH Learn sessions in place to date. In addition, the Head Teacher Leadership Academy led by Columba 1400 has 400 places available across academic session.

Enhancements to the programme include:

- Each EiH Learn session has been reviewed and revised to reflect system developments. For example; the programme focused on Organisational Development now references the revised Devolved School Management guidelines while Leading System Change will focus on leading in an empowered system including consideration of regional strucutures. Sessions focused on Curriculum will reference the refreshed narrative for Curriculum for Excellence.
- Development of new EiH Learn sessions including;
    o Collaboration, collaboration, collaboration
    o Leading Literacy in the BGE
    o Leading Numeracy in the BGE
    o Development of a Curriculum Rationale
    o Enabling Teacher Leadership in an Empowered School
    o Coaching; Development of a Community of Practice
    o Conflict resolution
    o Speaking with purpose
    o Head Teacher Agency
- Development of the international dimension through Education Scotland's existing international profile and contacts. This includes access to international policy and research as well as the Tri-Nation Small School exchange
- A Collaborative System Leadership programme consisting of a number of sessions that will deepen professional knowledge and practice through collaborative professional enquiry and research linked to international research.

Further development of the programme will include:

- Targeted recruitment, on a regional basis, to increase opportunities to participate across the country. In particular, an offer of bespoke programmes for areas where there are considerable barriers to engagement
- Consideration of new models of delivery to include, for example 'satellite' events linked main events through video conference, twilight and asynchronous sessions to support flexible access across the system
- EiH Learn sessions that were a half-day have been developed into full-day sessions
- Development of online learning activities to support learning across the 6 themes as part of ES online professional learning and leadership resources. Increasing the number of locations for EiH Learn sessions to increase accessibility by reducing travel distance.

6. Areas for discussion

Members are asked to note the progress outlined above, provide comments on the programme in place for 2019/20 and consider:

- issues arising that should be considered when developing professional learning for head teachers

- opportunities and/or risks that should further inform the development of EiH
- stakeholder engagement in the next iteration of the EiH programme.

Appendix

1. Programme rationale and overview
2. Programme for session 2019-20

SBTE- EXCELLENCE IN HEADSHIP
APPENDIX 1
11 September 2019

Excellence in Headship

Programme rationale and overview

Context

1.1. The National Improvement Framework (NIF) 2017 set out Scottish Government's aspirations for children and young people, alongside a detailed delivery plan to ensure excellence and equity across all of Scotland's schools. The NIF used advice from the OECD Report: 'Improving Schools in Scotland' (2015). A consistent theme from the NIF and the OECD report, also evidenced from the work of the challenge authorities, was that effective leadership of head teachers is fundamental to achieving the outcomes set out in the national Delivery Plan.

1.2. In recognition of the critical importance of the role of head teachers in improving attainment and equity, the government announced in June 2016 that it was commissioning the Scottish College for Educational Leadership to deliver a package of support for head teachers. This would include:
- An 'Excellence in Headship' programme for existing head teachers to strengthen and expand school leadership skills – with a strong focus on school improvement and closing the attainment gap.
- An international exchange programme for school leaders.

Programme design and rationale

2.1. The EiH programme provides a holistic approach to leadership professional learning and development for head teachers across Scotland. The core spine of the programme ensures that components reflect the GTCS Standard for Headship and references the Model of Professional Learning to support self-evaluation and review.

2.2. The programme provides an annual offer of leadership professional learning opportunities available in a range of formats for all substantive head teachers who, have normally been two years in post.

2.3. The programme takes cognisance of the programme design and content of Into Headship and In Headship.

2.4. The delivery model includes opportunities for collaborative learning, cross system learning, coaching and mentoring, network development, issue exploration, international knowledge exchange and engagement with digital learning.

2.5 The design principles of the EiH programme aim to ensure that head teachers undertaking the programme:
- continue to develop a critical understanding of all aspects of leadership drawing from a broad range of relevant research and literature
- are supported to enact leadership strategies within their own context

- critically reflect on professional experience and use current practice as a learning tool to develop a culture of sustained professional growth for self and others
- engage with others and work collaboratively to further develop understanding and share practice in leadership.

Programme aims

3.1   The programme aims to:
- enhance the capacity of head teachers to be lead learners through a focus on pedagogical leadership
- increase awareness of, and engagement with, current thinking in relation to policy, literature and research
- broaden networks and structures to enhance collegial and collaborative capacity within head teachers and across the system
- support the development of digital literacy as a core learning tool
- provide opportunities to stretch and challenge professional curiosity and interest
- facilitate authentic learning experiences to embed learning and practice to enhance understanding of organisational and system change and improvement
- create opportunities to support individualised learning pathways
- map learning opportunities to the GTCS Standard for Headship to support links with professional review and development and professional update.

The Programme

4.1   The EiH programme is designed to offer an annual planned programme of leadership professional learning opportunities for head teachers in Scotland. The programme is structured around a set of core themes which all participants can engage in. These include:
  o Leadership and Critical Self-awareness (two-day residential induction programme)
  o Leadership of Learning
  o Values Based Leadership (a specific focus delivered through a partnership arrangement with Columba 1400)
  o People and Partners
  o Leading Systems Change
  o Organisational Effectiveness.

- Induction to the programme takes place through a two-day residential. The residential is focused on building self-awareness and programme exploration.
- Each of the core themes will be supported by an appropriate range of one and two day participatory sessions, EiH Learn (previously Masterclasses)
- Professional Learning Activities (PLAs) to supplement and contribute to the learning in individual sessions are available through the Framework for Educational Leadership.

4.2 Following the induction residential, participants are able to choose from a variety of learning themes designed to meet the needs of all head teachers. It is anticipated that participants would normally choose, in addition to the residential experience, a minimum of two additional professional learning opportunities during the academic year - although there would be no imposed limit to the level of engagement.

4.3 The programme themes are not sequential and can be accessed based on the needs of the head teacher as part of her/his professional review and development (PRD) and professional update processes.

4.4 The programme evolves on an annual basis to meet the needs of head teachers with the objective that the programme is available and relevant to them throughout their professional careers.

Programme access

5.1 The EiH programme is open to all substantive head teachers who, normally, have been at least two years in post

5.2 Places are allocated to each local authority, based on the size of the authority.

5.3 Arrangements for recruitment to the Columba 1400 programme are the responsibility of Columba 1400.

SBTE - EXCELLENCE IN HEADSHIP
APPENDIX 2
11 September 2019

Excellence in Headship

Programme for session 2019-20

Critical self-awareness	EiH Learning residential	Venue	Date	Delivery
Theme 1				
Excellence in Headship residential	Excellence in Headship begins with Theme 1 – critical self-awareness – which is a two-day residential induction. This theme is at the heart of the programme and is delivered through a combination of discussion, collaboration and specialist input.	Dundee	September	ES
		Edinburgh	September	
	Focused on leadership and critical self-awareness, the induction provides HTs with space and time to consider their own leadership practice, as well as the opportunity to network and share your learning with up to 40 fellow participants from across Scotland.	Stirling	October	
Leadership of Learning	EiH Learning session	Venue	Date	Delivery
Theme 2				
Leadership in Early Years	Leadership in early years learning is a professional learning session within theme 2 of the Excellence in Headship programme. This full day session will particularly benefit Head teachers who have early Years children based within	Glasgow	November	AHDS
	their school community or Head teachers who wish to enhance their knowledge of new policies and practice within Early Years provision e.g. implementation of 1140 hours for your school.	Edinburgh	February	
Maximising opportunities and triangulating evidence	Maximising opportunities and triangulating evidence is a professional learning session within theme 2 of the Excellence in Headship programme.	Edinburgh	October	AHDS
	This one day session will focus on maximising opportunities through leading a school, creating the context for sharing	Glasgow	March	

	and developing high quality approaches, agreeing a model (sharing best practice into policy), testing and adapting the model and feedback, leadership succession planning and supporting inclusion. The session will also focus on gathering evidence and triangulation through drawing conclusions and creating data rich reports, (pen pictures, evaluative statements and sharing information.			LA and University
Leading Literacy and pedagogy in BGE	Leading Literacy and pedagogy in the BGE is a professional learning session within theme 2 of the Excellence in Headship programme. During this one day session, you will have an opportunity to consider the strategic approach to the leadership of literacy within your school This session will focus on; • Literacy pathways and the impact of professional learning on Literacy • The impact of Professional learning on pedagogy • The impact of effective pedagogy on attainment	Glasgow	December	LA and University
Leading Numeracy and pedagogy in BGE	Leading pedagogy in the BGE is a professional learning session within theme 2 of the Excellence in Headship programme. During this one day session, you will have an opportunity to consider the strategic approach to the leadership of numeracy within your school This session will focus on; • Numeracy pathways and the impact of professional learning on Numeracy • The impact of Professional learning on pedagogy • The impact of effective pedagogy on attainment	Numeracy Aberdeen	May	LA and University
Enabling teacher leadership in an empowered school	Leading pedagogy is a professional learning session within theme 2 of the Excellence in Headship programme. This one day programme is structured to support participants to confidently lead and explore the concept of teacher leadership and how a practitioner enquiry approach can be used to support the leadership development of all teachers. This session will focus on;	Edinburgh	April	ES and HT

Topic	Description	Location	Month	Partner
	• Exploring the concept of teacher leadership and its relevance in the Scottish context. • Leading practitioner enquiry and pedagogy across the school	Stirling	May	
Digital Learning	Digital learning is a professional learning session within theme 2 of the Excellence in Headship programme. During this half day session, you will have an opportunity to hear from schools who have been particularly successful in taking forward digital learning within their settings. The session will focus on the following aspects:	Glasgow	November	ES Staff HT Primary HT Secondary
	• Developing a digital learning strategy for your school and the promotion of new pedagogies • Improved confidence in the use of digital technologies by learners, teachers, school leaders and parents	Edinburgh	February	
Curriculum is – or should be – at the heart of school education	Curriculum at the heart of school education is a professional learning programme within theme 2 of the Excellence in Headship programme. This three day programme will focus on the importance of curriculum, as a key issue in educational policy and practice. The session will consider curriculum development and the role of teachers, alongside the design and implementation of curriculum pathways to meet the needs of society and the future workforce.	Stirling	Three days November, December and January	University
Small schools exchange	This exciting opportunity is available to EIH participants as part of Theme 2 of the programme, Leadership of Learning and articulates with one of the key aims outlined in the overarching programme framework to provide an international exchange programme for school leaders which focuses on learning and sharing school improvement and evaluation approaches.	International exchange	October (TBC)	ES and International partners

Values based leadership Theme 3	EiH Learning session	Venue	Date	Delivery
Head teacher Leadership Academy (HTLA)	In this theme, you will have the opportunity to participate in the HTLA, led by Columba 1400. The programme will support you to focus on values based leadership and the cultures you create, through an understanding of core values. The aim being to make a real lasting difference for yourself, your young people, your staff and the community you serve.	Ardoch or Skye	Dates throughout the year	Columba 1400

People & Partners Theme 4	EiH Learning session	Venue	Date	Delivery
Engaging with families	Engaging with families is a professional learning session within theme 4 of the Excellence in Headship programme. This one day session will explore the purpose and benefits of family engagement. It will also share effective methodologies for developing engagement strategies to build capacity and strengthen collaborative working. The key focus will be on evaluation of impact and harnessing learning for school improvement and improved outcomes for young people and their families.	Stirling	November	External provider
		Glasgow	March	
Collaboration, Collaboration, Collaboration	Leadership through collaborative practice is a professional learning session within theme 4 of the Excellence in Headship programme. This two day session will focus on enabling a school community to affect change leading to school improvement. Participants will be encouraged to reflect on how strategic direction can be defined through collaboration involving all stakeholders as collaborators not followers. This session will focus on culture change and how it can be developed across the whole school community and the impact upon the school ethos.	Edinburgh	Two days –January and March	ES
		Dundee	Two days - April and May	

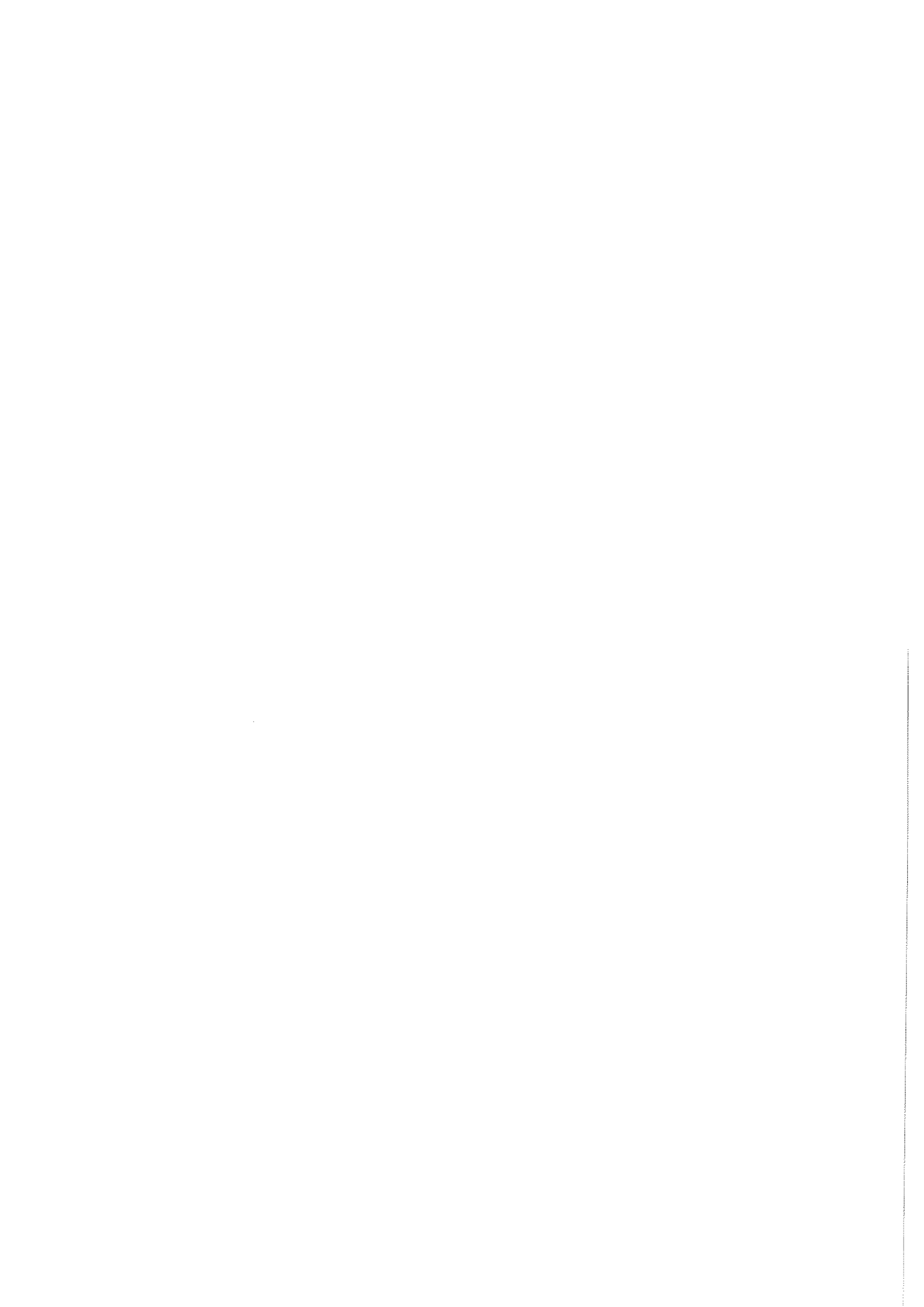| Programme	Description	Location	Month	Provider
Towards equity and lowering the achievement gap through parental engagement	Towards equity and lowering the achievement gap through parental engagement is a professional learning session within theme 4 of the Excellence in Headship programme. This half day session will explore how the gap between children from different backgrounds can be narrowed by supporting parents' engagement with learning. The session will also provide delegates with the opportunity to hear about one school's innovative work on parent and family engagement, with a focus on wellbeing.	Glasgow / Edinburgh	November / February	University
Facilitating the empowered school	Facilitating the empowered school is a professional learning session within theme 4 of the Excellence in Headship programme. This is a one day programme, which will support knowledge and skills for effective facilitation. The session will provide input on skills and approaches to adopting a facilitative style when working with groups. This session will use established theories and models, as well as sharing practical examples. This will provide participants with an opportunity to practice facilitation and receive feedback.	Glasgow / Stirling	March / June	ES
Creating a mentally healthy school	Creating a mentally healthy school is a professional learning programme within theme 4 of Excellence in Headship. This is a two day programme in which participants can expect to: • Build knowledge, confidence and capacity to lead a school that responds to mental health needs and creating a mentally healthy school • Build knowledge, confidence and capacity to lead a school that responds to mental health needs • Develop a greater understanding of attachment and healthy relationships in building emotional health, wellbeing and resilience and how inequalities impact on this	Aberdeen / Edinburgh / Kilmarnock	Two days September and October / Two days January and March / Two days April and May	External provider

Coaching - developing a community of practice	Coaching - developing a community of practice is a two day professional learning session within theme 4 of the Excellence in Headship programme. This is a practical programme which will translate coaching theories and academic research into hands-on practice. This will allow you to develop skills in coaching and an understanding of how these can be used to develop a community of practice for Head teachers to support each other and with colleagues whom they work with directly.	Inverness	Two days November	ES
		Edinburgh	Two days October and December	
		Kilmarnock	Two days February and March	
Head teacher agency and you	Head teacher agency and you is a one day professional learning session within theme 4 of the Excellence in Headship programme. This session will allow you to reflect upon your role in an empowered system one year on. This session will explore and further develop understanding of what Head teacher agency means for your school, cluster, Local Authority and RIC through discussion and review of research and current approaches.	Stirling	June	ES
		Aberdeen	May	
		Kilmarnock	June	
		Edinburgh	May	

Leading Systems Change Theme 5	EiH Learning session		Venue	Date	Delivery person
Leading systems change	Leading systems change is a one day professional learning session within Theme 5 of the Excellence in Headship programme. This session will focus on the roles and responsibilities of Head teachers in the current national and international context, with a specific focus on the Head teacher's role as a systems leader. You will explore innovative and original leadership constructs, with systemic approaches at their core.		Glasgow	November	External provider
			Dundee	February	

Collaborative Systems Leadership	Collaborative Systems Leadership offers a series of sessions across the academic session. This EiH Learn sessions focuses on collaborative enquiry within the context of systems change. The sessions will provide an opportunity to engage in national and international research through a range of different methods e.g academic research, national/international exchange of knowledge and both practitioner and collaborative enquiry	TBC	March	ES, University, external providers and international partners

Organisational Effectiveness Theme 6	EiH Learning session	Venue	Date	Delivery person
Successful strategies for organisational effectiveness	Successful strategies for organisational effectiveness is a professional learning session within theme 6 of the Excellence in Headship programme. This one day session will explore broad themes arising from the Head teacher's charter using resources for best outcomes.	Kilmarnock Stirling	December January	External provider
Effectively handling discipline & grievance	Successful strategies for organisational effectiveness is a professional learning session within theme 6 of the Excellence in Headship programme. This one day session will support you to critically develop an understanding of the discipline and grievance process. The sessions will also recognise the context of grievance, including key areas of employment law, particularly equalities legislation and whistleblowing and the use of case studies to deepen learning.	Glasgow Edinburgh	November January	External provider
Personal influence and impact	Personal influence and impact is a professional learning session within theme 6 of the Excellence in Headship programme. This is a powerful two day programme based on leading research into human behaviours and what highly influential leaders do to make things happen within their school. The sessions will support head teachers to set the vision, gain buy-in and model positive behaviour. Over the two days, participants will practice using the influence model through a range of practical sessions and exercises. This is carried out in a supportive environment with informed feedback and individual coaching.	Edinburgh	Two days April and May	External provider

Speaking with purpose	Public speaking and presentation skills is a professional learning session within theme 6 of the Excellence in Headship programme. This one day session will support you to develop the confidence to speak and present to an audience with conviction and authenticity. The session will enable you to develop the skills, knowledge and tools to enhance your leadership presence	Glasgow	January	External provider
Conflict resolution	Conflict resolution is a professional learning session within theme 6 of the Excellence in Headship programme. This is a one day session that explores the following; • Identify the skills needed to understand conflict • Leading strategies to address potential conflict situations • Successfully manage conflict resolution • Provide an overview of conflict management • Explain the activities involved with the peer mediation and the conflict management model	Glasgow Edinburgh	October January	External provider

Meeting date: 11th September
Agenda item:

Purpose:
For Discussion

Title:	Knowledge Utilisation Mapping Study: Scottish Education System

Key Issue	- To raise awareness of a recent publication in relation to the third aim of the Research Strategy for Scottish Education - to empower practitioners to produce and use research evidence - Experiences and perspectives of Scottish educational practitioners in relation to being research engaged - Factors in Scotland that support and hinder practitioners' engagement with research evidence

Action Required:	SBTE is invited to note the key findings from this study and consider implications for better supporting teacher engagement with research.

Author: Evelyn Bowes Date: 27/08/19

RESEARCH STRATEGY PUBLICATION: KNOWLEDGE UTILISATION MAPPING STUDY

Introduction

This paper informs members of the Strategic Board for Teacher Education of a recently published research report – Knowledge Utilisation Mapping Study: Scottish Education System.

Background

The Research Strategy for Scottish Education aims to support the four priorities set out in the National Improvement Framework. Specifically, the Research Strategy seeks to:

- Support the research infrastructure and independent research
- Develop knowledge base of "what works"; and
- Empower practitioners to produce and use evidence and data

This study responds primarily to the third aim of the Research Strategy – to empower practitioners to produce and use research evidence – and addresses an identified need for empirical research exploring how practitioners in Scotland engage in research and act on research evidence.

The study was undertaken by the Robert Owen Centre for Educational Change at the University of Glasgow and commissioned by the Scottish Government. The aims were to: (i) understand the level and nature of practitioners' engagement with research evidence and (ii) explore the factors that influence practitioners' use of research evidence.

Following a literature review, the research involved qualitative fieldwork with 67 individuals at different levels of the education system and a follow up online survey completed by over 1,000 practitioners.

Key Findings

The Executive Summary is provided in **Annex A** and the full report is available online at https://www.gov.scot/publications/knowledge-utilisation-mapping-study-scottish-education-system/ Key findings are summarised below in relation to the research questions.

In response to the research question '**How do practitioners in Scotland engage in research and act on research evidence?**' the qualitative research found:
- An enthusiasm and appreciation of the importance of research amongst educational practitioners and a view that this was now central to teachers' professional identity
- Use of school-level (e.g. assessment) data commonly reported. Fewer examples of collaborative practitioner enquiry.

- From the perspective of RIC leads and Attainment Advisors, an uneven capacity across the education system regarding practitioner research engagement and skills

The online survey findings also revealed that over half of respondents (59%) were currently engaged with one of more of the listed research-related activities.

The research also asked **'What factors influence practitioners' ability to make the best use of evidence?'** Factors found to influence how practitioners engage with research included:
- *Time and workload:* Consensus amongst those participating that time and workload could prevent further engagement with research
- *Support from experts:* Academic researchers, Educational Psychologists, Attainment Advisors and data specialists at local authorities were all mentioned as critical to supporting research engagement
- *Leadership:* The importance of leadership at both school and local authority level was highlighted by participants
- *Qualifications:* A view amongst participants that those who had recently completed further qualifications or newly qualified teachers were more likely to engage with research
- *Availability of the research:* A difficulty in navigating existing research repositories and barriers in accessing more academic sources
- *Funding and Resources:* The Attainment Scotland Fund was noted as important in creating new roles to facilitate research engagement and also its role in raising awareness of the importance of gathering data. Participants also noted a reduction in support centrally from the local authority for facilitating research engagement.
- *Regional Improvement Collaboratives:* Some evidence that practitioners recognised the emerging role of the RICs in facilitating knowledge mobilisation

The online survey asked respondents about skills needed to engage with research (e.g. statistical analysis, research design, identifying key literature etc). Overall, responses revealed a mixed picture. Whilst respondents indicated possessing relevant research skills, many also indicated a need for support to develop the listed research skills.

Respondents were also asked whether practices for facilitating engagement with research were present or needed developing. From the list provided, the following were commonly highlighted as practices that needed developing: dedicated time to engage with research evidence (84%); National advice and support on engaging with research evidence (79%); Opportunities to work with colleagues on research activities (74%); and Partnerships with research specialists (74%).

Discussion Points

In the report, the Robert Owen Centre have provided points for future consideration in responding to the aims of the Research Strategy. Members of the SBTE are invited to note these as points for discussion.

- The importance of recognising the time needed for practitioners to access, interpret and apply research findings or data analysis
- Recognising how practitioners, researchers and policy community could work more collaboratively together
- The influence of key actors – Attainment Advisors, Educational Psychologists, other allied professionals, academic researchers – in knowledge mobilisation
- Value of support from local authority, including CLPL etc
- Whilst there were few examples of collaborative practitioner research, the value of this was recognised for enhancing engagement with research
- Further scope for improving the accessibility of research findings
- Further consideration of the role of policy initiatives such as the Scottish Attainment Challenge and Regional Improvement Collaboratives in facilitating engagement with research

Next Steps

A short life working group will be convened to consider the findings from this study and take forward actions and recommendations. This will comprise key actors identified through this phase as playing an important role in knowledge mobilisation in Scotland.

Appendix A: Executive Summary

Knowledge
Utilisation Mapping

Executive Summary

Introduction

This report presents the findings from the Knowledge Utilisation Mapping Study project conducted by the Robert Owen Centre for Educational Change and commissioned by Scottish Government. The research was undertaken from April to October 2018.

Aims

Two main questions framed the research, each with related sub questions:

1. How do practitioners in Scotland engage in research and act on research evidence?

2. What factors influence practitioners' ability to make the best use of evidence?

In defining research evidence, the study included three main types:

- School level data, often collected routinely to help understand pupil's attainment and achievement

- Accessing secondary research findings and knowledge such as books, and academic journals

- Conducting practitioner enquiry and action research, whether individually or collaboratively.

Research strands and methods

The research project comprised three strands:

- A literature review

- A qualitative strand with interviews and focus groups with 67 key informants at various levels of the education community in six local authorities. A total of 6 head teachers, 8 depute head teachers/ senior management team members, 3 principal teachers, 4 Attainment Advisors and 5 regional improvement collaborative leads were interviewed. Ten focus groups with primary and secondary teachers were conducted across the six local authorities (41 participants in total)

- An on-line survey of 1,036 practitioners across Scotland to help validate the findings from the qualitative strand. Responses were received from all local authorities in Scotland although the numbers from each authority were not necessarily proportionate to the size of their staff complement.

Limitations of the research

The purpose of our qualitative sampling and selection of participants was to obtain insights and perspectives from key stakeholders; however, the findings cannot be generalised to all of the participant groups. The research also included a national survey to validate the qualitative findings. This analysis suggested that there was a strong level of consensus across participants in both the quantitative and qualitative strands of the project. The relatively high levels of engagement with data and research across participants and respondents could indicate that those participating in the research are not typical of the population of Scottish teachers. Nevertheless, the findings are salient, particularly those regarding factors that influence engagement with and use of data and research evidence.

Key findings

Literature review

- There is general agreement that teachers' roles have developed to incorporate a greater focus on research engagement and practitioner enquiry. Government, OECD and international research literature concur that teachers' engagement with research is crucial for school and teacher effectiveness.

- There is little literature on the extent and nature of practitioner engagement with research in Scotland. In contrast, there is more literature on the factors influencing teachers' engagement with data and evidence. This emphasises that data and research is most valued by practitioners when it informs effective learning and deals with specific aspects of practice.

- The literature suggested that research is only likely to make a difference to practice if: the available evidence is in a form that teachers can readily understand and apply; there is a culture of research engagement in the education system; and there is time to access this material.

- Specialist and partner professionals, such as educational psychologists and speech and language therapists also have a key role in building teachers' capacity to gather and use data/ research evidence.

Qualitative findings

- The qualitative findings revealed that engagement in research was viewed as central to teachers' professional identity. Overall, the research, particularly the insights from Attainment Advisors and Regional Improvement Collaboratives (RIC) leads with their strategic overview, illustrate a growing but uneven capacity in the system regarding practitioner research engagement and skills.

- The research evidence and data that practitioners engage with is most commonly school-level data or online summaries of research findings to assess school context, levels of pupil attainment and inform planning and pedagogical approaches in the school.

- Overall, the considerable body of literature regarding the factors influencing practitioner engagement with research aligns with the findings from the qualitative strand of this study. In particular, teachers are more likely to seek out and use knowledge when it can be seen to be readily applied to promote effective learning.

- The most compelling factor seen as influencing practitioner engagement with research is that of time. Providing the time and space for practitioners to meaningfully engage in collaborative professional dialogue regarding data, research and their practice was seen as crucial. The literature indicates this, but the qualitative findings bring this into sharp relief. While school planning, accessible research sources and personal motivation can offset the impact of time pressures on research engagement to some extent, the current nature of teachers' workload acts as a systematic inhibitor to increased research engagement. Participants, especially Attainment Advisors, RIC Leads and head teachers stressed that the current workload of practitioners places considerable time limits on the extent to which they could engage in research and innovate beyond the basic scrutiny of school-level data. Time for dialogue between practitioners and researchers is a particularly important factor in translating research findings and data-informed insights into classroom practice.

- Despite our participants reporting generally high levels of confidence in their skills regarding data and research use, they also report requiring support to analyse and critically evaluate research evidence. Guidance

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from Attainment Advisors, educational psychologists and academic colleagues is key for supporting this process, at least initially. Attainment Advisors have an increasingly important role in acquiring research knowledge and mobilising this across the system, particularly in their local authorities.

- Head teachers and other school leaders usually see it as their responsibility to keep abreast of knowledge on pedagogy and 'what works'. Subsequently, they are important intermediaries in knowledge translation. Moral and practical support from school leadership, the local authority and Attainment Advisors is crucial in building a culture of research engagement and capacity at local level.

- There were limited examples of collaborative research projects within and across schools where teams of teachers and their head teachers focussed on a particular challenge, again within the context of raising attainment. These were usually supported by external critical friends such as university colleagues and Attainment Advisors and facilitated by the Attainment Scotland Fund. Teachers and head teachers find that involvement in small-scale, collaborative interventions with associated enquiry to monitor impact can help to build confidence and capacity of staff to engage with research.

- The resources and funding provided by the Attainment Scotland Fund has helped build systems and capabilities that have fostered use of data and research. This has included resourcing staff to focus on data use and enquiry as well as drawing on external sources of expertise.

- There were examples of local authority programmes to build practitioner capacity and skills, however, in some cases; there was a reduction in local CLPL as financial cut backs continued to affect staffing levels. Strategic participants noted that the emerging brokering role of the RICs in coordinating and facilitating partnerships and sharing of information should enhance the mobilisation of knowledge across the system. Practitioners also called for improvements in the scope, accessibility and usability of research information in repositories accessed via central portals.

Quantitative findings
- The survey findings largely echoed the key themes in the qualitative findings, particularly calls for dedicated time to engage with research evidence.

- More than half of respondents (59%) indicated that they were currently involved in one or more research-related activities.

- Almost four out of five respondents reported using data/research material *to inform teaching and learning* while just over two thirds indicated its use in *understanding the impact of teaching and learning*.

- The supports rated as most helpful in planning and developing practice were: *taking part in structured collegiate discussions, CLPL courses/opportunities* or *working with colleagues in other schools/centres*. These seemed to be those that offered both the dedicated time and opportunity to collaborate with colleagues. Practitioners also regularly used web searches to find relevant evidence.

- Substantial numbers of staff thought they already possessed relevant research skills, but respondents also generally stated that they needed support to develop their skills, particularly in relation to analysis of quantitative and qualitative data.

- A large majority of respondents indicated a need for the following; *dedicated time to engage with research evidence (84%), national advice and support on engaging with research evidence (79%), opportunities to work with colleagues on research activities (74%)* and *partnerships with research specialists (74%)*.

Discussion
The research findings highlight a number of issues for consideration.

Time and workload
The most important factor seen as influencing practitioner engagement with research is that of time. The findings highlighted the importance of teachers having sufficient time to access, interpret and apply data and evidence and that current workload can inhibit this process.

Relationships between practitioners, researchers and policymakers
The literature and our findings highlight the importance of researchers working closely with practitioners and other partners to better convey research findings to influence practice and educational thinking but also to enhance research skills. Given this, the education and policy community could consider how academics and others can work more collaboratively at a local level with teachers.

The influence of key actors

The findings identified a number of key actors that were important conduits for knowledge transfer and mobilisation in education. This included: Attainment Advisors; Educational Psychologists and other allied professionals; academic researchers; and leads at school and local authority level. These findings suggest that the education and policy community could explore how these actors can be further supported in their knowledge mobilisation and leadership roles and how such arrangements become more consistent across Scotland.

Resourcing research engagement across local systems

In addition to local authority and other personnel supporting practitioner research engagement, there were examples of local authority professional learning programmes aimed at building practitioners' data and research capacity and skills. The value of investing in such central support to deploy specialists, provide CLPL and promote the transfer of knowledge across local authorities appears clear.

The value of collaboration to foster engagement with research and data

While there were limited examples of collaborative practitioner research within and across schools, such arrangements demonstrated that teams of teachers supported by their head teachers and others could enhance the capacity of staff to systematically engage with data and research.

Accessibility of research findings

A strong theme across the literature review and our empirical findings was the issue of how academic findings regarding effective education approaches could be conveyed in a more valuable way to inform teachers' practice. This suggests there is scope for academics and policy partners, working with practitioners, to explore how research findings can be better communicated to the teaching profession while retaining appropriate rigour.
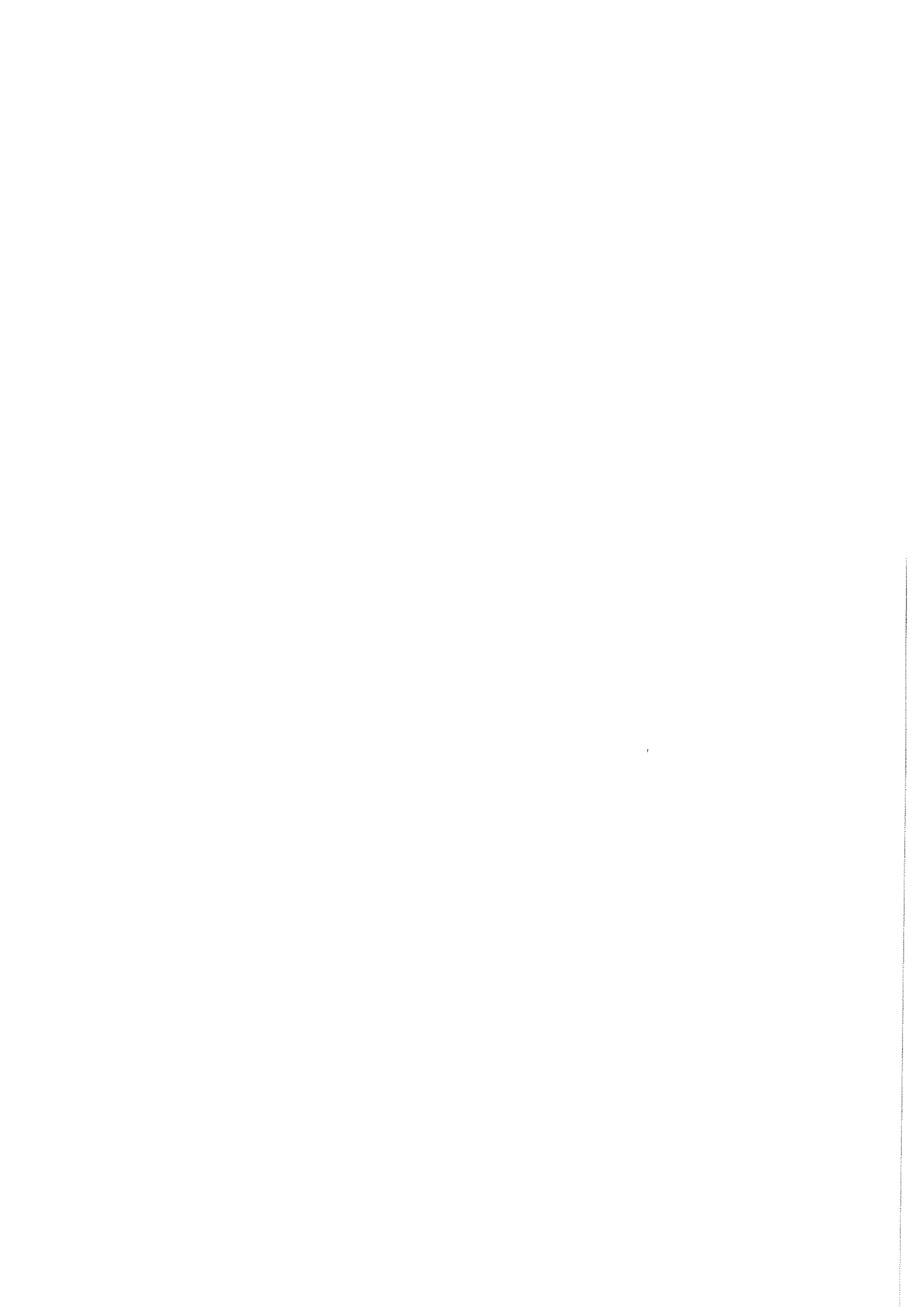
Existing educational infrastructure

Currently, at the policy level, the Attainment Challenge and the associated Attainment Scotland Fund are working as drivers to focus teachers' attention on the value of evidence-based practice. At the same time, aspects of teachers' professional environment may not always be conducive to practitioners' engagement with data and research. For example, as discussed above, time emerged as a significant barrier impacting on engagement with research.

The findings also indicate that the education landscape is changing as the Regional Improvement Collaboratives (RICs) are established. This presents opportunities for knowledge mobilisation and teacher engagement with data

and research. Further consideration, therefore, could be given to how strategic RIC policies and approaches regarding knowledge mobilisation coherently articulate with, and support, the use of data and research at regional and local levels.

Strategic Board for Teacher Education – Work Plan

	Action	Owner	Detail	Intended outcome	Target Date	Ask of SBTE	Quarterly Update (including risk assessment of progress)	Contact
1.	Evaluate the current suite of leadership programmes and enhance to reflect education reform agenda	ES	Evaluate and strengthen teacher leadership, Into Headship, In Headship and Excellence in Headship programmes. Enhance provision for aspirant and serving school leaders to support greater empowerment of schools	Streamlining and improving content of offer to develop leadership capacity across system Enhanced leadership support package to support empowered schools	August 2019	To consider recommendations from SCEL and endorse proposed approach Paper on enhanced leadership support package to future meeting following discussion at Headteacher Recruitment Working Group	On track – Paper submitted for September SBTE meeting. Revised EiH programme in development, more places available on Teacher Leadership Programme, range of additional twilight sessions available focused on teacher professional learning, prototype of middle leaders leading change programme, leadership in early learning pilot completed with plans in place for a second cohort. Regional	Gillian Hamilton, ES

#	Topic	Lead	Description	Commitment	Date	Monitor	Status	Owner
2.	ISTP	SBTE	The International Summit on the Teaching Profession (ISTP) has become an important forum for open and constructive exchange on effective teacher policies and practices. It assembles governments and teacher organisations from a number of high-performing and rapidly improving school systems, as certified by recent results of the Programme for International Student Assessment (PISA). At the 2018 summit in Lisbon, The Scottish Government and Educational Institute for Scotland (EIS) jointly agreed to take forward the following three commitments. Policy officials, with the support of EIS will work together to develop actions to achieve success across each of the commitments during 2018/19 to allow the Deputy First Minister to update the summit delegates in 2019.	2019 Joint Commitments - 1. Pursue a joint approach to create a system wide culture of teacher agency which in turn will support greater empowerment and collaboration. 2. Affirm our joint commitment, in the expansion of Early Learning and Childcare, to supporting the critical role of the Early level of Curriculum for Excellence as the foundation for the best outcomes for children. 3. To work jointly to ensure that a career in teaching is a trusted, attractive, highly qualified and varied career recognising this is essential to transform the lives of children and young people in Scotland. Previous commitments are still ongoing. Removed from here to keep brief.	March 2019 (in advance of next ISTP)	To monitor progress	On track MAY 2019 – The delegation are giving consideration to an EIS/SG public facing seminar to discuss ISTP and the wider collaboration around this work.	David Roy
3.	Student Placements	GTCS/Unis /SG	Evaluate the student placement system	Agree a long-term approach to more effective student placements including	September 2019	To consider progress report at the November 2019 meeting.	On-track. Evaluation of impact of changes made	Kevin Hanlon

engagement for EST planned to begin this session.

#							
			allocation, support and assessment.			to system in 2019 is to be undertaken and findings reported to SBTE at the November 2019 meeting.	
4.	PRD	GTCS	Produce national guidance for teachers at all levels	June 2019	To support and promote PRD across the profession	Final draft of the guidance to be approved by the GTCS Council on Wednesday 25 September and issued thereafter.	Ken Muir
5.	Review of support in the early phase carer of newly registered teachers	SG/SCDoE /GTCS/CO SLA	Identify existing knowledge and confidence gaps of Early Phase Career teachers (years 1-5) and develop a package of appropriate measures to better support these teachers during this critical phase of their professional careers.	On-going	A focused approach to building skills post registration to address the specific needs of early phase teachers relevant to their own school context.	On-track. Paper on early career phase discussed at February 2019 SBTE meeting and SBTE sub-group established to take this work forward.	Kevin Hanlon
6.	Alternative routes into teaching	SG/SCoDE	Evaluate the alternative routes into teaching	August 2019	To critically assess the contribution these routes are making towards supporting Scotland's workforce teaching requirements.	On-track. An evaluation of each programme is currently underway and the findings from that exercise to be presented to SBTE at the	Kevin Hanlon

#	Title	Org	Description	Detail	Date	Action	Status	Owner
7.	HT Charter	SG/COSLA	Develop and agree guidance to support the empowerment of schools	Co-produce and publish guidance	August 2019	To note approach	On-track. School Leaders Guidance and HTC published as agreed drafts in February. Working towards publishing remaining draft sections by September 2019 with final sign off June 2020.	Fearghal Kelly, SG September 2019 meeting.
8.	Develop a self-evaluation framework	ES/SCDE/ GTCS	Framework to help ensure teachers entering the profession have the right skills and knowledge.	Consistent approach to the self-evaluation of initial teacher education provision across Scotland's ITE Provider network	November 2019	To monitor progress.	On track. Joint ES/SCDE Working Group established. Symposium taking place on 8 October 2019.	Gillian Hamilton, ES
9.	MQuITE	SG/SCDE/ GTCS	Collaborative project between all eleven teacher education universities and also the GTCS. Will track the 2018 graduating ITE cohort through their first 5 years of teaching and survey 2019 ITE graduates.	Work to complement Self-Evaluation of ITE Framework and will offer findings for how ITE programmes can be improved.	On-going	To note progress with project and emerging findings. Presentation given to the Board on 11 December 2018.	On-track. Will arrange further presentation to the Board once findings from latest survey have been analysed.	Scott Brand

No.	Action	Lead	Description	Outcome	Timescale	Purpose	Progress	Owner
10.	Tackling Bureaucracy	SG	The ISTP 2018 report made a commitment that SG and EIS would jointly tackle this issue.	SBTE to be aware of the range of actions to tackle bureaucracy.	On-going	To note progress	SBTE updated on 13 February 2019 on action taken to date	Stephanie Walsh
11.	SCQF Level 11 learning	SG	SG funding opportunities for teachers through LA/University partnerships.	Better understanding of the number of teachers undertaking this opportunity and if achieving award.	On-going	To note analysis	On-track Factual update on uptake to be provided to November meeting	David Roy
12.	Development of a Masters Framework for teachers	ES	ES group revising Framework. Complex landscape including transfer of credits between university programmes.	Framework to bring better clarity to range of provision	Late 2019	To agree the Framework	On-track Paper with recommendations to be considered at 11 September SBTE.	Gillian Hamilton
	Workforce Planning							
13.	Teacher Recruitment Campaign	SG	Develop the 'Teaching Makes People' recruitment campaign.		On-going	To note approach	Current phase now complete. DFM has approved funding for further campaign Autumn 2019.	Stephanie Walsh
14.	HT Recruitment WG Report	SG/COSLA /ADES	Take forward recommendations from the HT Recruitment WG Report	Improve recruitment and retention of headteachers	Ongoing	To monitor progress with implementing recommendations	On-track – update paper provided to SBTE for May 2019 meeting.	Fearghal Kelly, SG
15.	Bursaries for student teachers	SG/Unis	Agree a further 100 bursaries for career-changers wishing to take up teaching 2019/20.	To increase teacher numbers in STEM subjects	August 2019	The 2019/20 scheme received 171 applications of which 113 were approved .	The 2019/20 STEM Bursary scheme is now closed. 113 bursaries have been approved.	Angela Felvus

No.	Title	Lead	Description	Date	Aim	Status	Owner
16.	ITE Intakes	SG/Unis/COSLA	Review intake figures and workforce planning targets provided by the Workforce Planning Advisory Group	October 2019	To consider analysis of intake figures for 2019/20	On track – Teacher Workforce Planning Group agreed 2019/20 targets with total of 4,180. SFC letter issue in March.	Stephanie Walsh
Diversity							
17.	Diversity in the Teaching Profession	SBTE/Diversity in the TP WG	Consider ways in which the teaching profession can become more representative of Scottish society	Ongoing	Increase the number of teachers from underrepresented groups in Scotland's schools	To monitor progress implementing the recommendations made by the working group	On track – MAY 2019 - Majority of recommendations have started to make progress. Update to be given at November meeting.	David Roy
	Projects completed						
1.	Identify aspirant headteachers	SG	Develop a mechanism for identifying and developing aspiring headteachers early in their career.	End 2018	A fast-track leadership route for talented teachers and a pathway to headship.	To monitor implementation of Headteacher Recruitment Working Group report	Complete – Headteacher Recruitment Working Group's recommended approach was accepted and its report published on 1 November 2018.	Fearghal Kelly, SG

No.								
2.	Coherent package and landscape of professional learning for education professionals	ES/RICs	Simplify the national support package for professional learning and leadership to ensure teachers have the skills they need to do their job. Bring coherence to the area of professional learning			To monitor progress	Complete - national model launched at SLF September 2018, Education Scotland Professional Learning Stakeholder Forum in place.	Gillian Hamilton, SCEL
3.	Career Pathways	SNCT	Agree joint position on revised career structure including in respect of headship posts	Introduce new career pathways for teachers to enable the profession to develop different and exciting careers.	May 2019	To note progress.	On track. Final report going to SNCT and will be published on 30 May.	Stuart Robb
4.	Headteacher recruitment campaign	SG/COSLA /ADES	Agree approach to a Headteacher recruitment campaign		October 2018	Development was overseen by Headteacher Recruitment Working Group	Complete – campaign launched at SLF September 2018. Series of three advertorials published in the TESS in early 2019.	Fearghal Kelly, SG
5.	HT Workforce	SG/COSLA /ADES	Agree package of next steps in respect of HT recruitment expected to be provided by HT recruitment working group.	Group considering career pathways beyond headship, fast-track route to headship, the enhanced leadership support packages for headteachers, sabbaticals for headteachers and recruitment/retention.	Sept 2018		Complete – report published 1 November. Implementation to be monitored under action 14.	Fearghal Kelly, SG
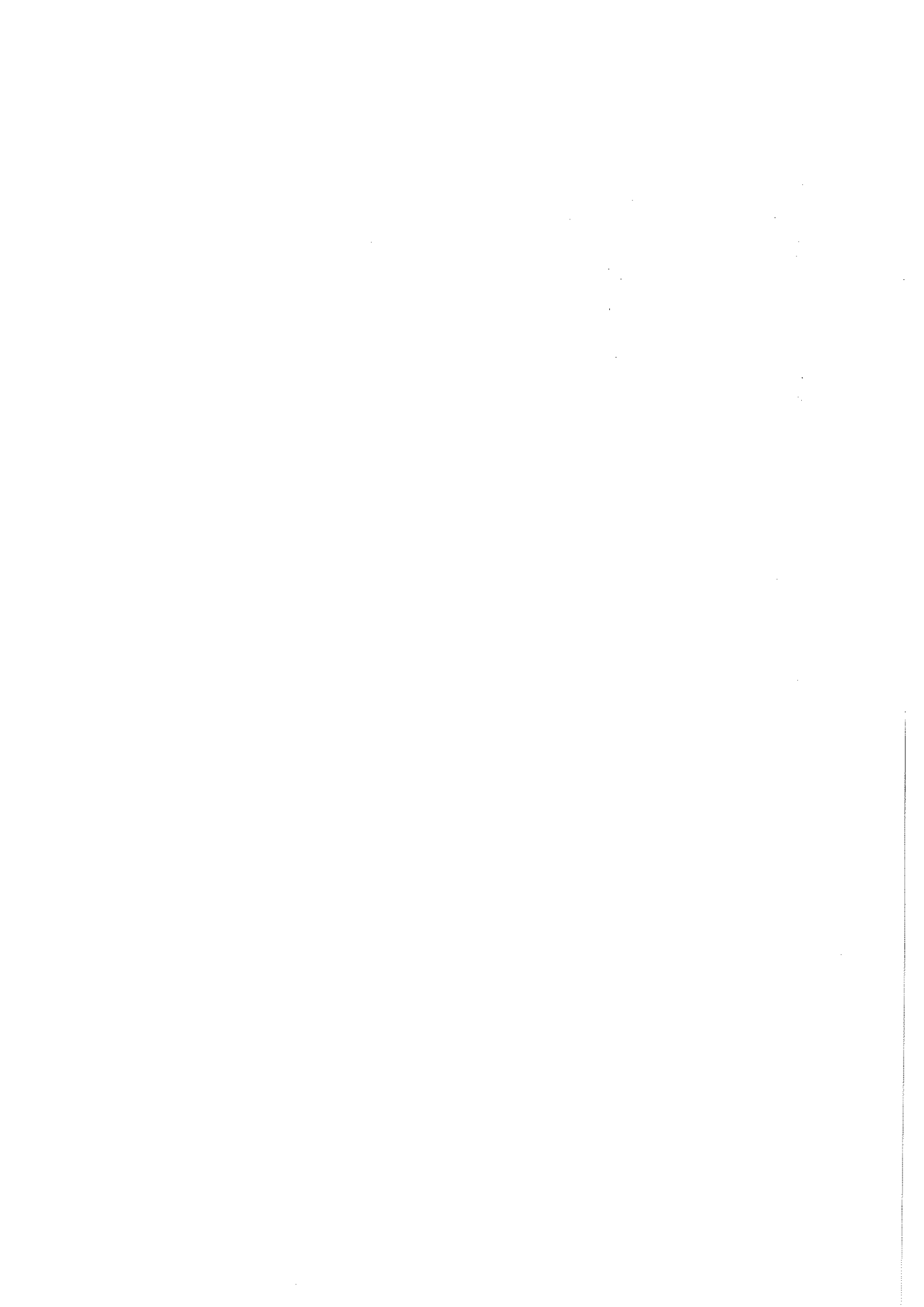
Strategic Board for Teacher Education

Action Tracker (Meeting 15)

No.	Action	Update	lead
1.	Secretariat to publish minute of 13 February meeting and agenda and supporting papers for 22 May meeting on the Scottish Government website	Completed	SB
2.	Duncan Lawrie to be added to the membership of the sub-group	completed	KH
3.	Secretariat to establish the reasons for there being a difference in preference wavier payment by sector	The reason why it is different is that the increase in secondary was introduced to help alleviate secondary recruitment issues. Teacher intake targets for primary continue to be high, whereas universities still miss secondary targets. It is on agenda for next TISORG for review and any changes would need COSLA agreement.	SB
4.	Early Phase Career of NQTs Sub-group to share work plan with SBTE once finalised	completed	KH
5.	Early Phase Career of NQTs sub-group to consider the challenges faced and support needed by teachers in rural settings.	Kevin Hanlon to provide update at 11 September meeting.	KH
6.	Early Phase Career of NTQs sub-group to consider how teachers build on masters credit awarded at ITE	Kevin Hanlon to provide update at 11 September meeting.	KH
7.	Early Phase Career of NQTs sub-group to consider the effectiveness of the Teacher Induction Scheme as part of its remit	Completed	KH
8.	Secretariat to circulate Education Scotland power point presentation on Building Coherence and Supporting System Change	Completed	SB

9.	Education Scotland to present enhanced leadership offer at future meeting of SBTE	On agenda for 11 September meeting.	GH
10.	Susan Quinn to update the SBTE at a future meeting on progress in the delivery of ISTP 2019 commitments	For future meeting agenda.	SQ
11.	Education Scotland to bring masters guidance to the SBTE in September	On agenda for 11 September meeting.	GH

CURRICULUM AND ASSESSMENT BOARD – UPDATE

1. The Curriculum and Assessment Board last met on 6 June 2019 at St Thomas of Aquin's High School, Edinburgh.

2. The Board discussed:

   <u>The Scottish approach to assessment</u>
   Board members were provided with an outline of approaches to assessment across the 3-18 learner journey under Curriculum for Excellence. Board members were invited to discuss challenges and opportunities in relation to assessment and ultimately how improvement might be realised.

   <u>Secondary curriculum design</u>
   Board members were invited to explore what effective secondary curriculum design looks like and what the drivers for improvement were. Board members were also asked to consider what further support could be provided at local, regional and national levels.

3. The Board agreed:

   - Assessment practice was generally good across Scotland but there are opportunities for further improvement. It was noted that it would be of benefit to discuss specific aspects of assessment in more detail and the co-chairs agreed to facilitate these discussions[1].

   - That there can be challenges in relation to secondary curriculum design including ensuring a smooth transition between the broad general education and the senior phase; achieving an integrated three year senior phase; and how best to utilise S6. The co-chairs committed to feeding the Board's reflections into the development of outline scope for a review into the Senior Phase.

4. The Board is next due to meet on Wednesday 18 September 2019 at Smithycroft Secondary School, Glasgow.

Curriculum and Assessment Board Secretariat
August 2019

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[1] It has now been agreed that the Curriculum and Assessment Board will discuss assessment within the Broad General Education when they next meet in September 2019.
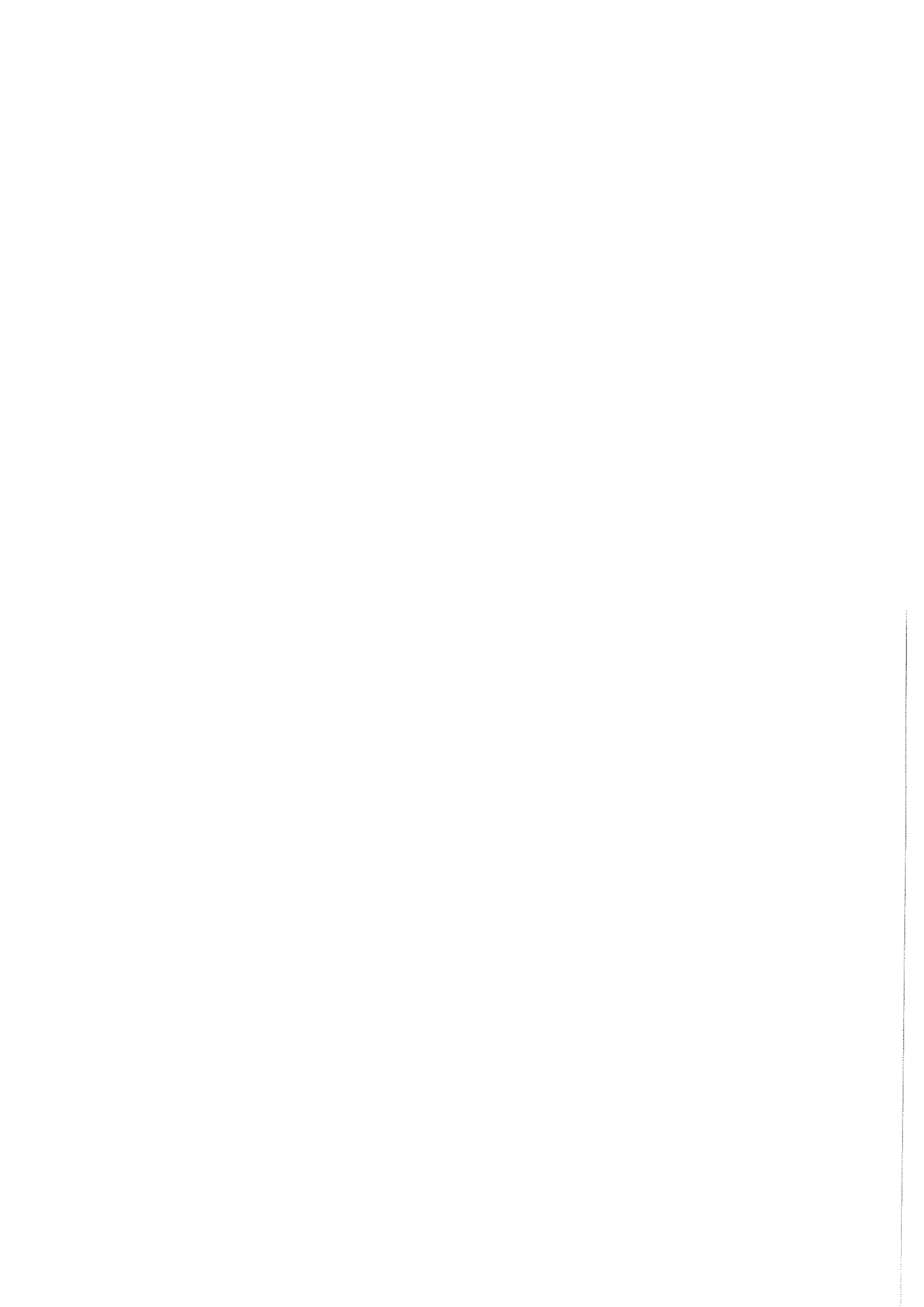
STRATEGIC BOARD FOR TEACHER EDUCATION

SCOTTISH EDUCATION COUNCIL – UPDATE

- The Scottish Education Council met on one occasion (26 June 2019) since the last update provided to the Strategic Board for Teacher Education.

- The meeting included updates on the SBTE Early Phase Career sub-group, the refreshed CfE narrative, and assessment in the BGE. Discussion followed each update, with the council being broadly supportive of each initiative.

- A discussion on reduction in workload was held, noting that the teachers' pay deal sets a shared agenda to address this, and that the empowerment agenda will help focus on this issue.

- The AHDS Workload Survey was provided for information, as were updates from the Strategic Board for Teacher Education and the Curriculum and Assessment Board.

- Minutes of all previous meetings and supporting documents are published on the Scottish Government website: https://beta.gov.scot/groups/scottish-education-council/. (Note that the 26 June 2019 meeting minutes are not yet available).
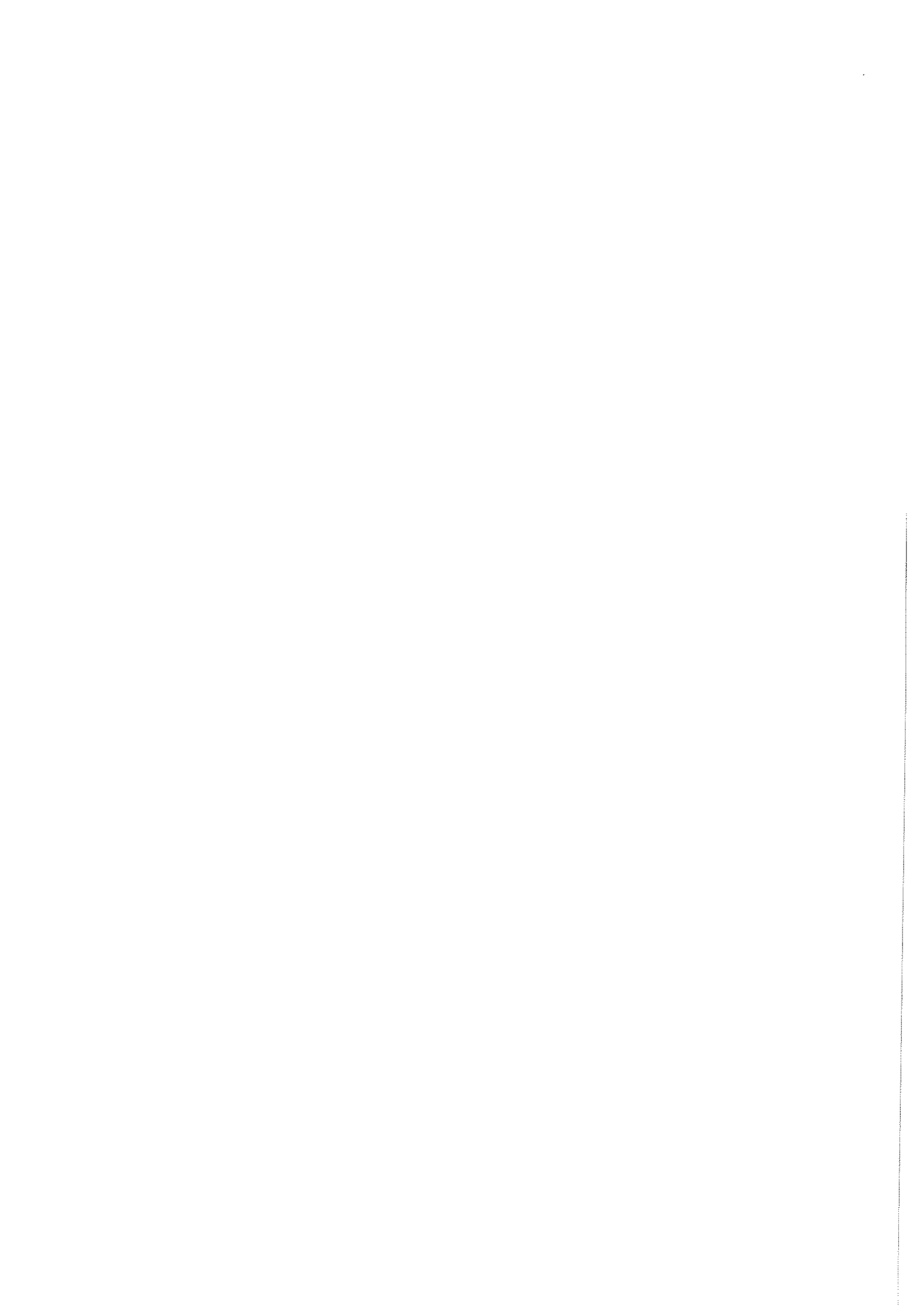
Teaching Makes People 19/20 – recruitment campaign overview

Purpose

To provide SBTE with an overview of activity taking place on teacher recruitment campaigns.

Teaching makes people campaign

The Teacher Recruitment campaign "Teaching Makes People was launched initially in February 2017 and subsequent campaigns have run 2018 and 2019 with the same key messaging, and has performed well to date amongst the target audience. The focus of the campaign is to increase the level of interest in teaching as a career from third and final year to undertake a PGDE with particular emphasis on STEM subjects. There is also a specific remit to implement the relevant recommendations of the Diversity in Teaching Working Group

Key activity to date has concentrated on university recruitment fairs, social media, digital, video on demand, outdoor, radio and cinema advertising- all based around a student target audience in Scotland.

The 2019-20 media campaign is due to launch 7 October until mid-November 2019, with the first campus field event planned for 24 September. There will be a second phase of the campaign running Jan-Feb 2020.

Planned activity

- Campaign live: 7/10/19 – 17/11/19 and 6/1/20- 16/2/20
- Media activity: Radio, Out of Home advertising on campus, Digital Display, Video on Demand, Paid Social (Facebook, Snapchat and Instagram), Cinema, Pay Per Click (search) advertising
- Field and Partnership activity: 11 x career fairs between 24/9/19 and 20/11/19.

  - Robert Gordon
  - Glasgow
  - Stirling
  - Scottish Graduate Fair (Strathclyde, two days)
  - Dundee
  - North Scotland Careers Fair (Aberdeen)
  - Edinburgh (two days)
  - Heriot-Watt
  - St Andrews
  - Edinburgh Napier
  - QMU

- The field stands have been enhanced for this year's campaign with a large interactive touch screen and a selfie wall and snapchat filter to encourage social media sharing amongst students

- Digital Development: the website is undertaking further design enhancements as well as new content areas to support case studies and highlight the benefits of teaching.

- PR activity: a holistic PR plan has been developed to enhance the positive reputation of teaching amongst the target audience and amongst the Scottish public in general. The theme is about teachers being the 'Original Influencers; and includes engaging with key Scottish micro-influencers to visit a school and share content.

  - Social media: We have added snapchat and Instagram stories to our media plan this year and are filming some new 'stories' next week at Boroughmuir High School which will highlight 'inspiring moments' for prospective teachers.

  - Podcasts: for the Jan burst we are planning to produce x4 podcasts which will be interviews with teachers at different stages in their career

- Post-campaign evaluation – this will take place after the second phase of the campaign and will involve access to campuses to survey students.

HEADTEACHER RECRUITMENT, FUTURE PLANNING AND POLICY DEVELOPMENTS

Background

1. In its 2018 report, the Headteacher Recruitment Working Group recommended that Scottish Government and Education Scotland should produce annual data packs for local authorities to support local succession planning.

2. The data provided at **Annex A** has been put together to assist local authorities in planning for the future supply of headteachers who have completed the Into Headship qualification and been awarded the Standard for Headship by the GTCS. Holding the Standard for Headship will be a mandatory requirement, for all new permanent headteacher appointments from August 2020.

3. The Head Teachers Education and Training Standards (Scotland) Regulations 2019 were approved and made by the Scottish Parliament on 11 June 2019 (http://www.legislation.gov.uk/sdsi/2019/9780111042083/regulation/3). To support local authorities in filing vacancies the Regulations include a provision allowing for the temporary appointment of a teacher to a headteacher post for up to 30 months. This would provide the opportunity for teachers to gain experience in the role and undertake the Into Headship qualification.

Policy Overview

4. In June 2018, a landmark joint agreement with COSLA was signed which provided a clear and shared agenda for the Scottish Government and local authorities to work collaboratively to take forward the empowerment of schools.

5. All education representatives have been fully engaged in this work including in the co-production of the Headteachers' Charter and Empowering School Leaders guidance published in February this year with a draft Self-evaluation Framework for Local Authorities and a draft strategy for evaluating the impact of the school empowerment reforms being published in July. They demonstrate a strong shared commitment to headteacher and school empowerment and an ambition to ensure decisions about the day to day life of a school are taken at a local level.

6. Local authority staff have an important role to play in developing plans for future recruitment of headteachers and the impact the education reforms may have on those processes. In particular those actions that are currently ongoing in relation to headteachers as set out below.

Empowerment

The Headteachers' Charter and the Empowered School Leaders' guidance was co-produced in partnership with local government and education representatives. Both documents were published as agreed drafts on 7 February 2019. More information: https://education.gov.scot/improvement/learning-resources/an-empowered-system Scottish Government key contact: Fearghal Kelly - Fearghal.Kelly@gov.scot	• The Charter puts headteachers more in control of the important decisions on curriculum, improvement, staffing and budgets in their schools. • The published drafts relate to the first segment (School leaders) of the Empowered System Diagram. Guidance covering the 7 other segments (Learners, LAs/RICS, SG/National Agencies, Partners, Support Staff, Teachers and Practitioners, Parents and Carers) is also being co-produced and will be published shortly. • **Local authorities and RICS should be reflecting on the published draft guidance and be considering what support is required by schools.**
As part of the reforms an enhanced leadership support package had been developed building on the existing suite of programmes managed by Education Scotland. More information: https://www.scelscotland.org.uk/what-we-offer/ ES-PLL key contact: Lesley Whelan - Lesley.Whelan@educationscotland.gsi.gov.uk	• The Professional Learning and Leadership team (PLL) in Education Scotland have taken forward work to enhance the offer for headteachers and school leaders as part of the Excellence in Headship programme focused on aspects related to the Empowered School Leaders' Guidance and the Headteachers' Charter including peer coaching, collaborative practice, teacher agency, learner and family engagement and systems leadership. • Work has also begun on enhancing opportunities for teacher and middle leadership development, extending this beyond the existing programme offers to support a culture of teacher agency. • **Local authorities may wish to build a relationship with the PLL Team to support their awareness of the increasing national professional learning opportunities available to teachers.**
SNCT Code of Practice on Headteacher Responsibility in Recruitment and Selection of Staff To support the empowerment of headteachers the Scottish Negotiating Committee for Teachers (SNCT) is developing a code of practice to	• It sets out the overarching principles of good practice in the procedures for recruitment and selection of staff for both Headteacher and LA responsibilities. • It will go to the SNCT on 26 September 2019

assist headteachers in the recruitment and selection of staff.	
Devolved School Management Guidelines have been developed through extensive stakeholder engagement and produced by the Scottish Government and COSLA in conjunction with the Fair Funding Working Group and Fair Funding Reference Group. These Guidelines, and the accompanying Framework, have now been published https://www.gov.scot/publications/devolved-school-management-guidelines/ Scottish Government key contact Rebecca Peppiette – Rebecca.peppiette@gov.scot	• New guidelines on delegated school funding has been developed and has been published alongside the wider Empowered System guidance. • It reflects the language and objectives of the draft Headteachers' Charter and the Empowered School Leaders' Guidance. • The guidelines were published on 25 June 2019

Recruitment

| **The Headteacher Recruitment Working Group report** was published 1 November 2018. The implementation of the **13 recommendations** included in the report are being monitored by the Strategic Board for Teacher Education. More information: https://www.gov.scot/publications/headteacher-recruitment-working-group-report-next-steps/

Scottish Government key contact: Fearghal Kelly Fearghal.kelly@gov.scot | • The recommendations aim to support headteachers in post while increasing opportunities for teachers to gain leadership experience.
• They will be taken forward in partnership and include specific actions.
• Education Scotland will enhance the leadership support package, developing more resources and opportunities to support resilience, health and wellbeing while exploring how teachers can develop skills that leads them to want to lead a school.
• The GTCS will be taking forward the PRD recommendations through its PRD Steering Group with a view to revised guidance being available in the autumn.
• **ADES have committed to testing local changes that could help reduce bureaucracy.** |
| A headteacher recruitment campaign was launched in September 2018 incorporating a range of opportunities to promote the role through professional organisations stakeholder newsletters and publications. More information: https://teachinscotland.scot/career-progression/

Scottish Government key contact: Shirley Anderson shirely.anderson@gov.scot | • Led by the Scottish Government with support from the members of the Headteacher Recruitment Working Group.
• The aim of this is to encourage teachers to embark on the route to headship either in the short or long term as a career option.
• Three concurrent articles in TESS during February 2019 sought to explore the attractiveness of the role and gave prominence to those who |

	were within 2 to 3 years of headship encouraging them to consider embarking on the Into Headship programme. • Further awareness raising opportunities are currently being considered. • **We would welcome input from local authorities' suggestions or support in raising awareness or advertising opportunities.**

Headship Qualification

The Standard for Headship will be a mandatory requirement for all new permanent headteachers from August 2020 and is awarded on successful completion of the Into Headship qualification. More information: http://www.legislation.gov.uk/sdsi/2019/97801 11042083/regulation/3 Scottish Government key contact: Shirley Anderson Shirley.anderson@gov.scot	• The Head Teachers Education and Training Standards (Scotland) Regulations 2019 were approved by the Scottish Parliament on 11 June 2019. • They require that any teacher appointed to their first permanent headteacher post in a local authority or grant-aided school from August 2020 must have been awarded the Standard for Headship by the GTCS. • The Regulations provide for the appointment of a teacher to a headteacher post on a temporary basis for a period of up to 30 months. • The regulations do not apply to any teacher who has held a permanent headteacher post in a local authority, or grant-aided school prior to August 2020.
The Into Headship qualification provides teachers with the training they need to develop their leadership skills and prepare them for the strategic challenges of the headteacher role. It is led by ES-PLL and is delivered in partnership with 7 Universities and all 32 local authorities. More information: https://www.scelscotland.org.uk/what-we-offer/into-headship/ ES-PLL key contact: Alison Weatherston alison.weatherston@educationscotland.gsi.go v.uk	• The Scottish Government has committed to continue paying the fees for the Into and In Headship qualifications for the remainder of this parliamentary term. • Since 2015 374 teachers have completed the programme and been awarded the Standard for Headship. Participation rates continue to increase with 166 and a potential 180 starting the course in 2018 and 2019 respectively. • This is a practice based programme with a strong focus on strategic leadership and change with the outcome of building leadership capacity and capability. It includes five core components – completion of a 360 instrument, whole cohort learning days, university taught elements including a professional verification process, directed study including set reading, school based tasks and reflective activities, support from a

4

	headteacher mentor, completion of 4 online modules focused on employment law, education law, health and safety and finance.
	• The programme awards 60 SCQF Level 11 credits.
	• Teachers who completed either of the 2 previous qualifications (SQH or the SFH) which led to the award of the Standard for Headship but have not yet applied for a headteacher post have access to the refresher course - Towards Headship.
	• **Local authorities will wish to give consider that the teachers selected to undertake the programme will support future vacancies in their area and the introduction of holding the Standard for Headship from August 2020.**

Support for new and existing headteachers

| ES- PLL team offer a range of professional learning opportunities for headteachers including In Headship, Excellence in Headship, Columba 1400 Leadership Academies, Evolving Systems Thinking and the Framework for Educational Leadership. More information: https://www.scelscotland.org.uk/what-we-offer/

ES-PLL key contact: Lesley Whelan
Lesley.Whelan@educationscotland.gsi.gov.uk | • The range of learning opportunities for headteachers aims to reflect current and potential future developments and draws on national and international policy, practice and research as appropriate.

• Programmes and learning opportunities aim to build community of headteachers, support them to better understand their role as school and system leaders in building capacity and achieving excellence and equity.

• The Framework for Educational Leadership is being redeveloped in 2019 to offer a broader range of learning activities related to professional learning and leadership.

• The In Headship programme is open to headteachers within their first two years of headship and supports them to develop and continue to build the necessary skills, knowledge and understanding required of headteachers.

• **The GTCS are currently updating the PRD guidance which will assist local authorities as the managers of Headteachers to support them to encourage their staff to consider the suite of programmes available through the ES- PLL.** |

Annex A

Headteacher recruitment future planning

1. The purpose of this paper is to assist local authorities in planning for the future supply of headteachers who have completed the Into Headship qualification and been awarded the Standard for Headship by the GTCS. Holding the Standard for Headship will be a mandatory requirement, for all new permanent headteacher appointments from August 2020.

2. This data provides an estimated projection of the headteacher pipeline at national and local level, compared to anticipated vacancies. The data used is:

   - 2018 Teacher Census data on number of primary and secondary headteachers aged over 50 and therefore likely to be retiring in the next 10 years
   - Education Scotland data on the numbers of Into Headship participants from the primary and secondary stages
   - The 2018 permanent teacher vacancy data provided to the Scottish Government by local authorities

3. The estimated projection are for illustrative purposes and therefore does not take into account:

   - Headteachers aged under 50 who may leave the profession
   - Teachers who hold the Standard for Headship but are not in headship posts
   - Headteacher vacancies currently filled by temporary appointment
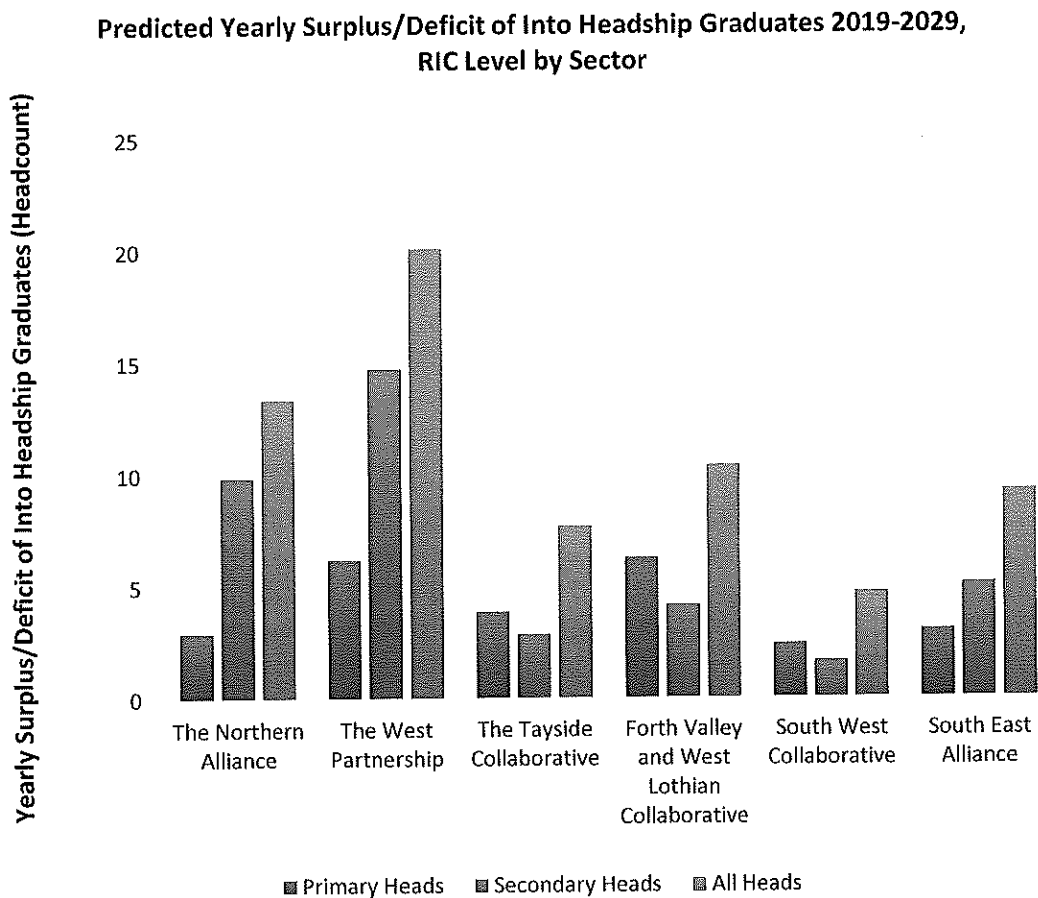
The national picture

4. The table below indicates that at national level the number of teachers progressing through the Into Headship qualification should be sufficient to fill anticipated vacancies due to headteacher retirement between 2019-2024 and 2025-2029. The numbers are however relatively small and therefore may not provide for a sufficient level of choice of applicants for individual posts although we have seen a slight improvement this year on the previous year's figures.

5. The surplus of primary headteachers is significantly smaller than the secondary headteacher surplus however based on the 2019 estimated intake to the Into Headship programme we are seeing an increase in uptake from the primary sector. The national picture is also not representative of fluctuations at local level.

Predicted Yearly Surplus/Deficit of Into Headship Graduates 2019-2029, National Level by Sector
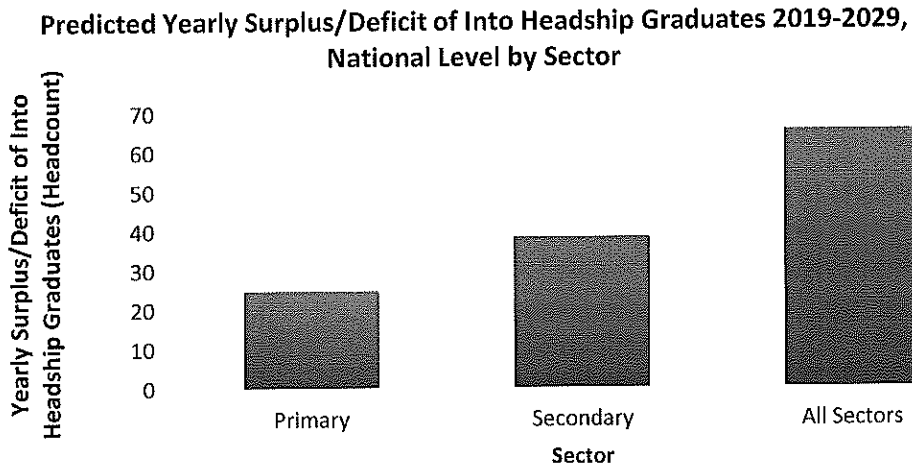
Regional Improvement Collaborative (RIC) Level

6. The table below sets out the surplus/deficit predictions at RIC level by sector and offers greater intelligence to support local planning in partnership with other authorities.

Predicted Yearly Surplus/Deficit of Into Headship Graduates 2019-2029, RIC Level by Sector

■ Primary Heads   ■ Secondary Heads   ■ All Heads

Projections at local authority level

7. To get a better understanding of the data and how the projections could inform and assist succession planning at local authority level the table below provides details of the deficit/surplus of Into Headship graduates at local authority level.

**Deficit/Surplus of Into Headship Graduates
Local Authority Level
2019-2024 and 2025-2029**

■ 2019-2024 ■ 2025-2029
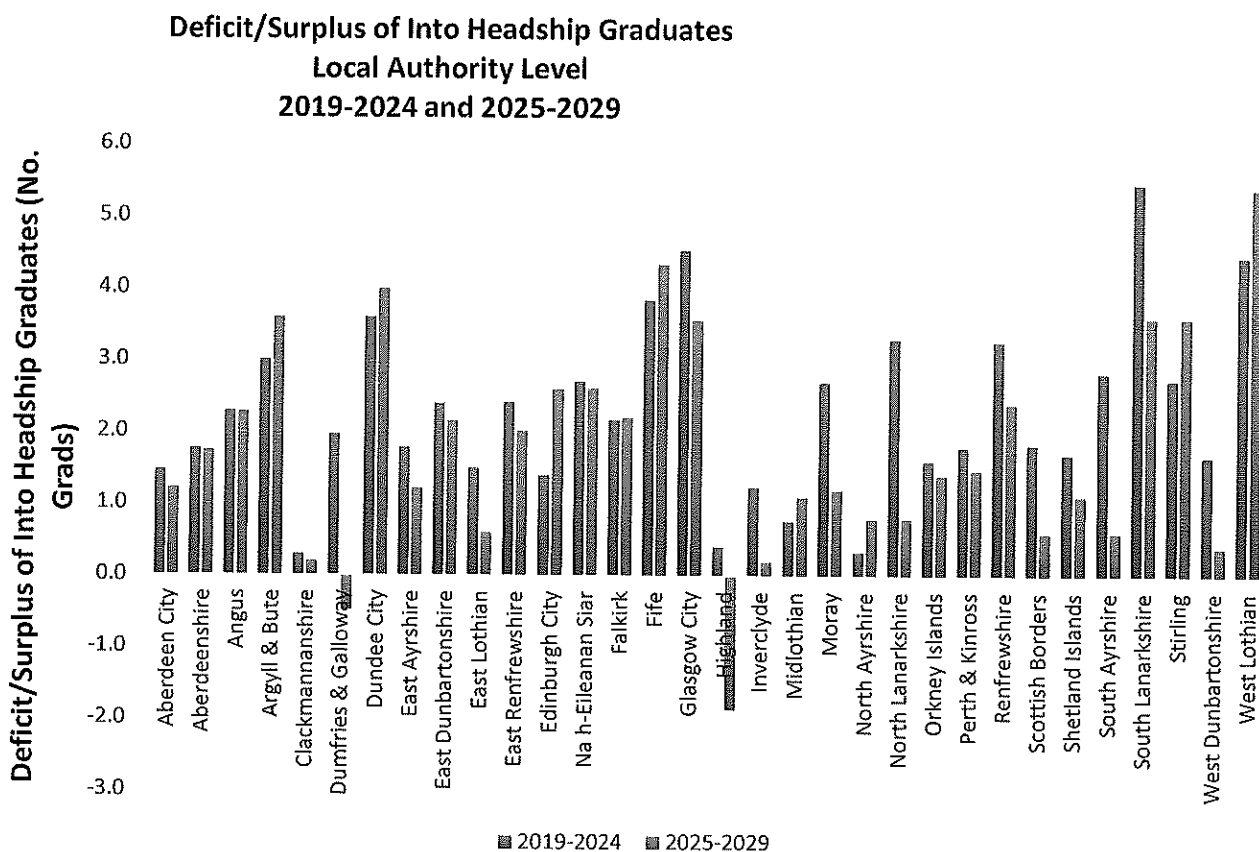
8. While looking at the projections at local level, authorities will wish to consider the impact of headteacher retirement across both the primary and secondary sectors. The table below provides the sector split which suggests a deficit of headteachers in the primary sector in a number of local authorities. This may require authorities to review the selection of current teachers who are being put forward for the Into Headship qualification and to more proactively encourage teachers from the primary sector to consider headship as a career option.

Predicted Yearly Surplus/Deficit of Into Headship Graduates 2019-2029, Local Authority Level by Sector
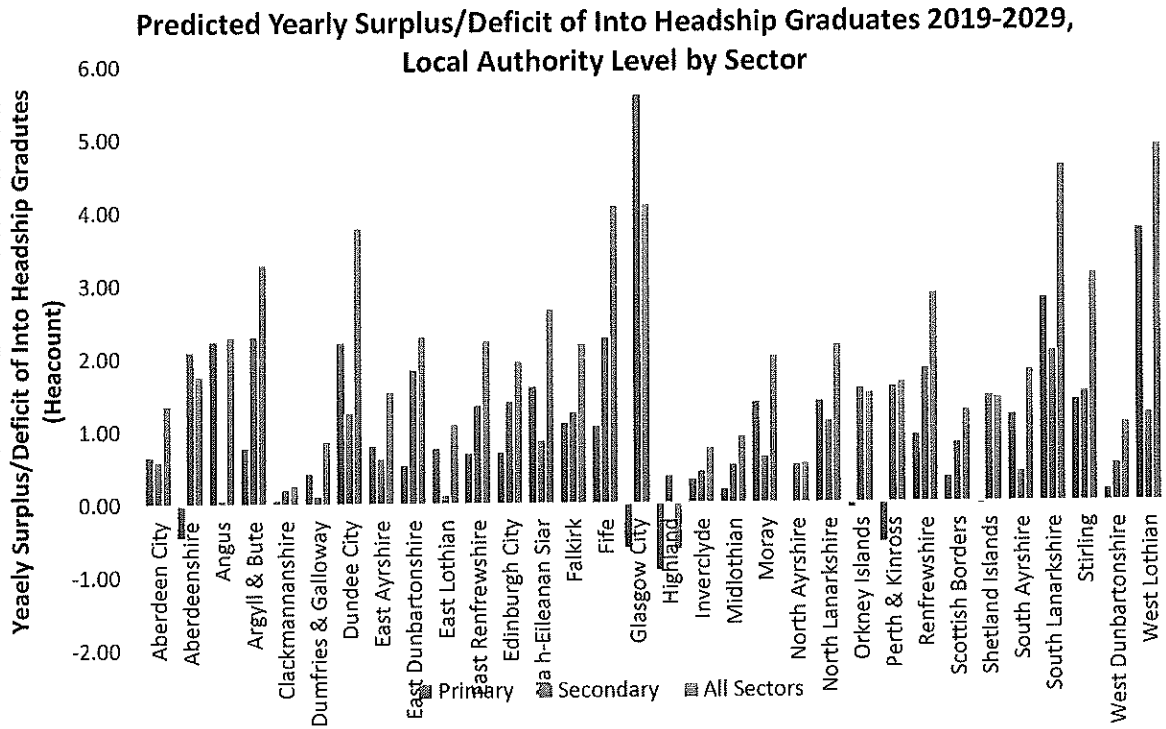
9. In 2018 local authorities provided data to the Scottish Government on permanent teacher vacancies. The table below compares the number of permanent headteacher vacancies with the average size of the Into Headship cohorts. At a national level, the national vacancy total for 2018 was 61 with the average Into Headship cohort being 151.

10. It should be noted that that the vacancy figures are only vacancies listed for more than 3 months and are not formal statistics.

Average Into Headship Cohort Size vs 2018 Head Vacancies Local Authority Level