

**STRATEGIC BOARD FOR TEACHER EDUCATION – MEETING 16  
THURSDAY 28 NOVEMBER 2019 – CONFERENCE ROOM 2, VICTORIA  
QUAY, EDINBURGH**

**Present:**

Andy Drought	Scottish Government (Chair)
Scott Brand	Scottish Government (Secretary)
Michael Wood	ADES
Sharon McLellan	AHDS
Debbie Walls	COSLA
Lesley Whelan	Education Scotland
Susan Quinn	Educational Institute for Scotland
Ken Muir	GTCS
Tara Lillis	NASUWT
Duncan Lawrie	Newly Qualified Teacher
Barrie Sheppard	NPFS
Anne Paterson	Regional Improvement Collaboratives
Allyson Dobson	School Leaders Scotland
Barbara Coupar	Scottish Catholic Education Service
Ian Rivers	Scottish Council of Deans of Education
Kevin Hanlon	Scottish Government
Stuart Robb	Scottish Government
Stephanie Walsh	Scottish Government
Seamus Searson	Scottish Secondary Teachers' Association
Carrie Lindsay	Chair of EPC Sub-group

**Item : Student Placement System**

Fiona Downey	Glasgow Council
Lee Robertson	GTCS
Catherine Whitley	University of Strathclyde

**Item : Professional Learning Offer and Coaching and Mentoring**

Stephanie Peat	Education Scotland
Alison Weatherston	Education Scotland

**Observer:**

Pauline Stephen	GTCS
John Guidi	Scottish Secondary Teachers' Association
Fearghal Kelly	Scottish Government

## **Welcome and Introductions**

1. Andy Drought introduced himself in his new role as Deputy Director of the SG Workforce, Infrastructure and Reform Division and Chair of the Board. Introductions followed from all those in attendance.
2. Apologies were noted from Kirsty Elder, Gillian Campbell-Howe, Khadija Mohammed and Margaret Lannon.

## **Minute of previous meeting**

3. The minutes of the meeting of 11 September 2019 were agreed as an accurate record. Andy Drought confirmed these would be published on the Scottish Government website, along with the supporting papers from that meeting.

**Action point - Secretariat to publish minute of 11 September meeting and associated supporting papers on the Scottish Government website.**

## **Student Placement System (SPS) – update on impact of changes following evaluation of system (SBTE/16/03)**

4. Kevin Hanlon introduced this paper, which provided an update to the Board on the impact that changes made in response to findings from evaluation of the SPS in 2018 were having from the user perspective. He emphasised that the ongoing success of the SPS was dependant on strong partnership working between universities, local authorities, schools and the GTCS and highlighted that:
  - a recent survey of SPS users had established strong agreement that key actions are now much easier to perform as a result of the system changes introduced following the evaluation last year;
  - having sufficient numbers of school placements available to meet the needs of our ITE student cohort continues to be a challenge;
  - the current three year funding model in support of SPS ends in March 2020 and discussions are underway to secure agreement for the continuation of current arrangements for a further three year period.
5. Catherine Whitley and Fiona Downey reaffirmed that universities, local authorities and schools consider the system to now be more stable and user friendly; and both expanded on the further system development issues identified through the survey as set out in the paper. Lee Robertson confirmed GTCS had invested in new infrastructure to better meet the user demand of SPS and emphasised that current governance arrangements are being used to support continuous system development and improvement.
6. The Board discussed the range of diverse and complex placement patterns that now exist following introduction of the alternative routes into teaching, and the rising demand for pre-school placements in support of the early years agenda.

7. The SCDE are meeting GTCS in January and it was agreed that placement patterns should be discussed then. It was also agreed that the SPMG should:
  - analyse the impact that the move to an opt-out system has had on the number of placement opportunities now being offered by schools;
  - explore how the range of placements made available across Scotland might be better utilised to achieve greater equity in the ask of local authorities and schools to support ITE students;
  - explore how greater numbers of opportunities could be created for students to experience teaching in a range of both urban and rural school settings.

**Action point – SCDE and GTCS to consider the complexity of student placement patterns at their meeting in January and to report on any outcomes reached to the Student Placement Management Group (SPMG).**

**Action point – SPMG to consider options for supporting students to access placements in more remote and rural locations of Scotland or in schools where placement offers are not currently being utilised.**

**Action Point – SPMG to establish what impact the shift to an opt out system for schools has had on the number of student placement opportunities being made available.**

**Action point – SPMG to confirm the timing of its next annual update to the SBTE secretariat.**

#### **Overview of Teacher Induction Scheme (SBTE/16/04)**

8. Stephanie Walsh introduced the paper and confirmed she was seeking the views of the Board to help inform discussions at the next meeting of the Teacher Induction Scheme Ongoing Review Group (TISORG) on 17 January. She raised the following issues:
  - reduction in places being offered by local authorities in primary;
  - increase in numbers joining the Flexible Route with many opting-out of TIS after initially applying;
  - shift in numbers choosing west of Scotland placements;
  - views on alignment of the value of the preference waiver payment between primary and secondary probationers;
  - mismatch between ITE subject choice and available probationer vacancies;
  - local authority additional support for probationers.
9. The Board noted the emerging trends indicated by analysis of the available data and confirmed support for alignment of the preference waiver payment between sectors, subject to the availability of resources and ministerial approval. The importance of ensuring that continued efforts are made to recruit and train teachers in rural areas of Scotland was also emphasised.

10. In response to the possibility of primary ITE intakes being marginally reduced for 2020/21, concerns were expressed by some members of the Board over timing, given the general feeling that vacancies remain unfilled in rural areas of Scotland, and the view of some members of the Board that there is an ongoing need to increase teaching capacity in schools.

**Action point – Board Members to feedback any additional points in relation to the paper to the Secretariat ahead of the 17 January 2020 meeting of TISORG.**

**Action point – An information paper confirming the outcome of the January 2020 TISORG meeting to be prepared for the next Board meeting on 5 February 2020.**

#### **Early Phase Career Sub-Group (SBTE/16/05)**

11. Carrie Lindsay introduced this paper by thanking the sub-group for its work over the last six months in exploring how newly registered teachers can be better supported to develop their knowledge and pedagogical skills during the early phase (years 1-5) of their teaching careers. She confirmed this work was being taken forward in two phases and that the first (and current) phase of activity had been focused on working with key stakeholders to identify what changes are needed to further prepare newly registered teachers to enter the teaching profession as well as during the critical early phase stage of their career. The second phase will be to consider how these findings are addressed.
12. In detailing the range of activities completed to date, Carrie Lindsay highlighted the research currently underway into the quality of ITE through both the Measuring Quality in Initial Teacher Education (MQuITE) project and the ITE self-evaluation framework being applied by universities to quality assure the delivery of ITE content in the priority areas of literacy, numeracy and health and well-being.
13. She confirmed the group had developed a survey questionnaire targeted at all teachers (n=8800) entering years 2-5 of their post probation careers, drawing on the approach taken by MQuITE and the Teaching & Learning International Study (TALIS) as well as the views of a number of local authority probationer managers.
14. Kevin Hanlon presented the analysis of survey responses completed to date, which confirmed that:
- 1,081 responses had been received, representing a return rate of 12%;
  - analysis has been approached from the perspective of number of years teaching, sector, age, gender, ITE programme and urban/rural school setting;
  - only very small numbers of disabled, black and ethnic minority and those who had completed their probation via the Flexible Route had responded to the questionnaire, so it had not been possible to undertake any meaningful analysis of this data;

- work is still ongoing to consider responses from the perspective of age;
- there is strong agreement that professional learning during probation has helped in preparing respondents to become fully registered teachers;
- the end of year 2 of teaching stage confirms a dip in feelings/perceptions of confidence and competence across all indicators;
- there are variations in confidence in delivering the primary and secondary curriculum;
- there appears to be scope for leadership teams to do more to help inform and support professional development, which declines after year 3 of teaching;
- there is a clear sense of areas of highest professional development need and the contextual factors applying to each.

15. Carrie Lindsay concluded by confirming that in terms of next steps, the sub-group would be:

- finalising analysis of the survey responses in line with any additional asks from either EPCG or SBTE members
- further developing the EPCG work plan to support Phase 2 of the group's work, informed by the emerging themes identified from this analysis. An update on progress will be provided to the Board at their 5 February meeting
- developing a stakeholder engagement and communication plan to ensure awareness of and support for this work going forward.

16. In light of the small number of responses from individuals with health conditions and those from black and ethnic minorities, the Board agreed it would be important to consider alternative approaches to securing a clearer understanding of the early phase experience of teachers with these protected characteristics.

17. General discussion followed on the importance of coaching and mentoring in supporting teachers throughout their career, and the need for greater coherency in developing capacity and capability within the system to ensure this enabler of professional development is being delivered effectively. The importance of now working to ensure a better understanding of the narrative underpinning the responses received was emphasised as was the need for the group to consider whether the Teacher Induction Scheme in its present form remains fit for purpose in preparing probationer teachers to enter the profession.

**Action point – Secretariat to circulate the presentation along with the full analysis of the survey responses, once completed**

**Action point – Sub-group to develop Phase 2 of its work plan taking on board the feedback received from Board members. To share this with the SBTE at their 5 February meeting.**

## **Education Scotland a) Professional Learning Offer to Teacher (SBTE/16/06) and b) Coaching and Mentoring (SBTE/16/07)**

### Professional Learning Offer to Teachers

18. Stephanie Peat introduced the paper and confirmed that the SCEL Framework for Educational Leadership is reaching a wide audience, with over 9,600 teachers signed-up as at the end of September 2019. She outlined areas of activity undertaken by the Education Scotland (ES) Professional Learning and Leadership (PLL) Directorate, which include making available refreshed professional learning and leadership online resources, endorsement of professional learning provided by organisations external to ES that have been informed by the national model of professional learning, and delivering at local level the range of teacher and middle leadership programmes detailed in the paper, which all include a focus on coaching and mentoring and practitioner enquiry.
19. The Board welcomed the paper along with the offer from the ES PLL team to map out the core professional learning offer in a visual format. Concerns were raised about the impact that rurality can have in terms of releasing staff for professional learning events and activities and the ES PLL team confirmed that accessibility would continue to be addressed through on-line delivery and a focus on in-school projects.

**Action Point - Education Scotland to produce a pictorial representation of the enhanced professional learning offer to teachers.**

### Coaching and Mentoring

20. Alison Weatherstone introduced the paper and the early proposals within it on the nature and scope of a national coaching and mentoring strategy for teachers to support professional learning and leadership. This had been developed by ES in response to the recommendations of the Headteacher Recruitment Working Group. The proposals recognise that coaching and mentoring across the teaching profession is not well established and should be based on a number of core aims that include:
  - supporting the development of an empowered system through strategic and sustainable approaches to coaching and mentoring;
  - supporting coherence across the system in terms of an agreed understanding of coaching and mentoring to ensure equity of access across the education community; and
  - overcoming barriers to developing coaching and mentoring approaches to enable and facilitate the growth of coaching cultures.
21. The paper outlined a series of next steps, on which the Board were invited to offer views, including establishment of:

- a national short life coaching and mentoring working group, led by ES, to plan, support, deliver and evaluate a national strategy for coaching and mentoring in education;
- a national coaching baseline programme delivered at local level;
- a national probationer mentor professional learning support programme;
- a culture of partnership working to create coherence of coaching and mentoring across the education system.

22. In discussion the Board asked that both a strategy and offer to teachers be developed on the principle that one size does not fit all; draws from current developmental resources such as the recently GTCS accredited University of Glasgow programme; and recognises the importance of ensuring that mentoring support in secondary schools is aligned to the subject being taught.

**Action point – Secretariat to circulate both presentations**

**Action point – Education Scotland to establish a working group to take forward development and implementation of a national coaching and mentoring strategy, ensuring that SBTE remains informed of progress.**

#### **Work Plan & Action Tracker (SBTE/16/08 & 09)**

##### Work Plan

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

#### **AOB**

24. No issues were raised.

#### **Agenda for Next Meeting**

25. The Board were invited to note the following items under consideration for the next meeting and to submit any additional topics for consideration to the Secretariat:

- Revised GTCS Standards
- Masters Guidance
- Measuring Quality in Initial Teacher Education (MQuITE) project
- Mapping of existing middle leadership opportunities
- Evaluating Into Headship programme
- PACT project, a joint EIS/SG initiative to deliver equity-related professional learning on a national scale
- Update on Gaelic in ITE and CLPL

### **Date of future meetings**

26. Dates of future meetings confirmed as:

- Wednesday 5 February at 2.00 pm, Victoria Quay, Edinburgh
- Wednesday 29 April at 2.00 pm, GTCS Offices, Edinburgh.

**Action point – Members to suggest venues for future meetings.**

**SBTE Secretariat  
December 2019**

**Strategic Board for Teacher Education**

**Action Tracker (Meeting 16)**

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

	<b>share this with the SBTE at their 5 February meeting.</b>		
10.	<b>Education Scotland to produce a pictorial representation of the enhanced professional learning offer to teachers.</b>		
11.	<b>Secretariat to circulate ES presentations on professional learning offer to teachers and coaching and mentoring.</b>		
12.	<b>Education Scotland to establish a working group to take forward the development and implementation of a national coaching and mentoring strategy, ensuring that SBTE remains informed of progress.</b>		
13.	<b>Members to suggest venues for future meetings.</b>		