

**STRATEGIC BOARD FOR TEACHER EDUCATION : MEETING 18
MONDAY 14 SEPTEMBER 2020: 2.00 PM – 4.00 PM**

AGENDA

1. Welcome and Introductions
2. Previous minutes (5 February 2020) (SBTE/18/02)
3. Member updates on impacts of Covid-19 and education recovery work (Oral updates)
4. Career-Long Professional Learning Support Package (SBTE/18/03)
5. Education Scotland Endorsement Process (SBTE/18/04)
6. MyPL (SBTE/18/05)
7. Masters (Level 11 learning) and Into Headship (Oral update)
8. Work Plan and Action Tracker (SBTE/18/06 & SBTE/18/07)
9. AOB
10. Future Agenda items and Date of next meeting

For Information

1. Curriculum and Assessment Board update (SBTE/18/08)
2. Scottish Education Council update (SBTE/18/09)
3. Teacher Induction Scheme – Report of 2020 Allocation Process (SBTE/18/10)
4. Student Placement Scheme Guidance (SBTE/18/11)

Meeting date: 14 September 2020
Agenda item: 4

Purpose:

An update on the work of Workstream 6 (WS6) of the Education Recovery Group regarding additional support education staff may require in the August term and beyond.

For: Discussion/Information

Title: CAREER-LONG PROFESSIONAL LEARNING SUPPORT PACKAGE

Key Issues

This paper highlights a number of areas in which additional support is proposed for school staff as they support children and young people to recover from the impact of the pandemic.

The proposed package contains the following three main elements:

- **Mental health and wellbeing support for the schools workforce**
- **Coaching and mentoring education system offer**
- **Enhanced support for post-probation teachers**

Action:

- **It is proposed that the SBTE oversees the evaluation of the package of support and explores the sustainability and scalability of each offer.**
- **SBTE members are invited to contribute to and support a developing communication strategy to promote the package.**

Author Fearghal Kelly
Date: 3 September 2020

CAREER-LONG PROFESSIONAL LEARNING SUPPORT PACKAGE

Purpose

1. To provide an update to members on the proposed provision of additional professional learning activity to support educator wellbeing, resilience and confidence.

Background

2. Workstream 6 (WS6) of the Education Recovery Group has been discussing what additional support education staff may require in the August term and beyond. The needs of the workforce were identified through an online survey carried out in June 2020. Over 2,250 responses to the survey were received and WS6 have collated and shared a joint communication which summarises the support already available to the workforce in response to the needs identified through the survey. The joint communication can be accessed here: <https://education.gov.scot/education-scotland/news-and-events/survey-on-additional-support/>

3. The WS6 survey highlighted a number of areas in which additional support would be beneficial to school staff as they support children and young people to recover from the impact of the pandemic. As a result WS6 agreed a package of new support in July 2020. This is currently being considered by the DFM.

4. The proposed package contains the following three main elements:

- Mental health and wellbeing support for the schools workforce
- Coaching and mentoring education system offer
- Enhanced support for post-probation teachers

5. This package represents accelerated and focused support for school staff which builds on pre-existing work which had been progressing in partnership with stakeholders prior to the outbreak of Covid-19.

6. Since the July meeting, Education Scotland (ES), Learning Directorate (LD) and General Teaching Council for Scotland (GTCS) members of WS6 have been working with partners to develop the proposals further as summarised below.

Mental health support for the schools workforce

7. While schools and local authorities will be considering a variety of ways to support the wellbeing of their staff it is felt by WS6 members that the particular pressures of responding to the pandemic requires a degree of national investment in reflective supervision/supported professional reflection.

8. While it is recognised that all staff may encounter challenging behaviour, mental health issues or other manifestations of adverse childhood experiences, WS6 members agree that new opportunities for supported professional reflection should be targeted, in the first instance, to staff who are most vulnerable to vicarious trauma. Such staff may include Guidance/Pastoral leads, Pupil Support Assistants, School Leaders and Child Protection leads. To take forward the introduction of reflective supervision it is proposed that services are commissioned from organisations already providing some level of this support to the system including Place2Be and Barnardos.

Coaching and mentoring education system offer

9. To enable a sustainable recovery post-Covid, a coherent coaching and mentoring strategy is required to support, develop and enhance a coaching culture across the profession. Education staff at all levels have had different experiences throughout the Covid-19 Pandemic and it is therefore critical to support these individuals to deliver positive outcomes for young people on their return to school buildings. The proposed coaching and mentoring offer comprises two elements:

9.1 Professional Learning in order to build capacity and understanding within the education system: ES is working in collaboration with GTCS on a national offer of professional learning around coaching and mentoring. This professional learning offer will increase the coaching and mentoring capacity within the system to ensure that there is long term sustainability in developing an established coaching culture.

9.2 Immediate access to coaching and mentoring for target groups to provide targeted and intensive support: Following the return to schools it is likely that a number of staff at different levels will benefit from a national coaching and mentoring offer which provides targeted and intensive support. The identified target groups are:

- Early career teachers/post-probation
- Headteachers
- Leaders/teachers new in post
- BME teachers

10. The proposed delivery model will ensure that target groups can self-refer for coaching support. Evaluations will gather evidence around the success of the different approaches taken to support the continued development of the national coaching and mentoring strategy.

Enhanced support for post-probation teachers

11. Covid-19 and the likely increase in teacher recruitment in the coming academic year has accelerated the need to consider new supports for post-probation teachers. It is now proposed that new support and resources are developed building on previous work with the aim to provide advice and concise professional learning opportunities to post-probation teachers in areas of need identified through the work of the Early Career Phase Working Group. Whilst the initial focus is on year one post-probationers who had a shorter probation experience in school, there is a recognition that this work will benefit many others who are in the early phase of their teaching career.

12. ES is working in collaboration with the GTCS to co-construct this package of support named 'Stepping Stones: Support for teachers in their early career.'

13. There are approximately 3,000 year one post-probation teachers within schools in Scotland and the package of support is designed to be invitational in nature and flexible to meet individual needs and requirements. The package of support is a developmental offer and following early initial engagement (September 2020) with the target audience (potentially including year two and three post-probationers) detailed resources will be developed to meet the needs which have been identified by the target group.

14. In order to increase the reach of this package, a regional/authority approach will also be offered by working with LA colleagues and interested participants from previous ES/GTCS contacts.

Columba 1400

15. The Scottish Government, in conjunction with the Hunter Foundation, currently funds Headteacher Leadership Academies (HTLAs) delivered by Columba 1400. Given HTLAs will be difficult to deliver both in terms of physical distancing and in terms of the time available to senior school staff in the coming term, Columba 1400 have agreed to offer additional alternative support to the teaching profession in the form of:

- Leadership conversations with Columba graduates
- Introductions to HTLA (to be delivered online) which will act as a gateway to residential sessions in the new year
- Extension of last year's ITE pilot

Next steps

16. The above package of support is currently being considered by the Deputy First Minister. This consideration includes the level of funding that will be allocated to this work. All being well, ES and LD members of WS6 will liaise with GTCS and other partners to bring this offer to the workforce in the coming weeks.

17. Effective communication of the package of support will be crucial to ensure that the education workforce are able to engage with the different offers as appropriate and relevant. A communication strategy to promote the package of support will be developed. Support from SBTE members to contribute to, or support, this strategy would be appreciated.

18. While aiding system recovery and renewal, this is also an opportunity to pilot and test approaches to supporting school staff and as such a previously agreed evaluation strategy for the educator wellbeing work will be used to evaluate the effectiveness of the overall proposed package of support. It is proposed that the Strategic Board for Teacher Education (SBTE) oversees the evaluation of the package of support and explores the sustainability and scalability of each offer.

Education Scotland Professional Learning and Leadership Directorate & Scottish Government Learning Directorate
September 2020

<p>Meeting date: 14 September 2020 Agenda item: 6</p>

Purpose:

An update on the development and use of MyPL system.

For: Discussion/Information

Action:

- **SBTE asked for a view on further developments to MyPL and how these can be funded.**

Author David Graham
Date: 9 September 2020

Contents

1	Purpose	8
2	Background.....	Error! Bookmark not defined.
3	Phase 3 – National Rollout of MyPL	Error! Bookmark not defined./2
4	Planned Next Steps	2
5	The future of MyPL	2
6	Conclusion.....	2

1 Purpose

This paper is intended to brief SBTE members on MyPL developments to date and outline planned next steps. In addition, to seek SBTE support for the longer term development of MyPL beyond the remit of the project which until March 2020 was funded by Scottish Government.

2 Background

A National E-Portfolio for teachers was one of the key recommendations of the Teaching Scotland's Future report by Professor Graham Donaldson.

Following a feasibility study in 2014, Scottish Government commissioned GTC Scotland in 2015 to start developing a National E-Portfolio within MyGTCS; and to Chair the National E-Portfolio Working Group made up of representatives and professional associations across Scottish education. This group engaged with teachers and local authorities through focus groups and surveys to gather information about what teachers wanted the system to deliver. The group named the project *My Professional Learning (MyPL)*. It also agreed that MyPL should be developed as a platform to support and enhance the professional learning of teachers. It was not intended to offer the range of other services provided by systems, such as Gateway and SOPRA (corporate systems used by some local authorities to manage and administer staff professional learning opportunities/events).

Professional Update was implemented in August 2014. Prior to this GTC Scotland completed a validation process with each local authority to ensure that local processes for PU and PRD (including the digital system used) met an agreed standard and were fully endorsed by Local Negotiating Committees for Teachers (LNCT). Three systems were in operation to support PU and PRD: PU (within MyGTCS) , Gateway/CPD Manager and SOPRA.

MyPL (formerly PU) is managed by GTC Scotland given the requirement for all registered teachers (circa 74,000) to access MyGTCS annually to update details and to access messages relating to their registration e.g. payment of annual fee. Therefore, MyPL sits on a platform familiar with almost all teachers.

Access to MyPL was initially given to a pilot group of approximately 500 registrants across Scotland, representing all sectors and representatives from professional associations. Content and functionality were reviewed, revised and enhanced based on feedback from the pilot group. Feedback was also invited from PU lead officers within each local authority.

Each year GTC Scotland undertakes a PU Evaluation, with feedback invited from every registrant who has completed PU sign off within the preceding academic year. This feedback has also influenced revisions within MyPL and informed the national PRD guidelines '*Unlocking the Potential of Professional Review and Development*' published in November 2019. These guidelines also influenced the revision of PU Revalidation requirements especially in terms of expectations around the completion of professional learning records. MyPL aims to support a process which is not overly bureaucratic for teachers.

3 Phase 3: National Rollout of MyPL

In 2019, the migration from PU (original MyGTCS platform) to MyPL took place for staff within West Lothian Council. Following successful completion of this phase, migration to MyPL has taken place for staff within all remaining local authorities. This has been supported by the GTC Scotland Tech Support Team and Senior Education Officers to ensure training was delivered as required and support materials produced. Most teachers now have access to MyPL, with 22 LAs using MyPL as the system for PU and PRD. Completion of Phase 3 marks the end of the project commissioned and funded by Scottish Government with the formal funding agreement ending on 31 March 2020.

4 Planned Next Steps

GTC Scotland has committed to the following developments during session 2020-21, within existing resources:

- Migration for remaining registrants (not employed by LA)
- Further refinements based on feedback from new users following national rollout
- Tailored version of MyPL available for college lecturers
- Coordinator dashboard for secure PU data sharing
- MyPL webinar available for new users
- Integration of Professional Standards 2021
- HWB resources to support teachers own wellbeing available on MyPL resources section

5 The future of MyPL

It is clear there is considerable potential for MyPL as a professional learning platform for teachers across Scotland. This was acknowledged by the Deputy First Minister, John Swinney when he participated in a demonstration of MyPL. Below is a list of proposed developments to MyPL that could unlock its potential:

- There is an appetite from some employers for MyPL to develop the functionality of the corporate platforms for booking and administration of professional learning. If this were the case, there would be no requirement for three different PU systems across Scotland for teachers. There are significant resource considerations which would require partnership with ADES colleagues. However, this may ultimately lead to achieving best value.
- A single, web-based system provides improved accessibility e.g. supply teachers
- Development of a mobile app for 'real time' recording of PL, further streamlining the process
- Potential to offer bespoke sections of MyPL to employers e.g. PRD
- Potential for MyPL resources section to support national coaching strategy

- Developing the function of information management and reporting to assist strategic planning for school and system leaders.
- Working in partnership with colleagues at Scottish Government and Education Scotland to ensure a more coordinated approach to digital services

It should be noted that GTC Scotland has limited resources at its disposal and manages a considerable number of other complex projects. In order to be able to develop MyPL to its full potential it will need appropriate funding and continuing support from partner bodies.

6 Conclusion

GTC Scotland respectfully requests the guidance of SBTE to realise the full potential of MyPL which we believe is in the best interests of Scottish teachers. We also invite recommendations around how to fund aforementioned developments.

Strategic Board for Teacher Education

Action Tracker (Meeting 17)

No.	Action	Update	lead
1.	Secretariat to publish minute of 28 November meeting and associated supporting papers on the Scottish Government website.	Minutes published on website	SB
2.	Aileen Kennedy to follow up with Khadija Mohammed and Anne Paterson about BME and rural data respectively.	Still to be actioned	KH/AK
3.	Scottish Government to review guidance on partnership working in consultation with key stakeholders.	Still to be actioned	SB
4.	Scottish Government to ensure the link between MQUTE and the Scottish Attainment Challenge projects is maintained.	Will ensure the next release of MQUTE data is shared with SAC colleagues	SB
5.	ES to invite GTCS to the next meeting of the Enabling Teacher Agency group to ensure read across to the revised Professional Standards.	GTCS attended subsequent meeting of the group.	LW
6.	Secretariat to bring Masters issue back to a future meeting for a more strategically focused discussion. To also consider broadening representation beyond the current SBTE membership.	This action has been noted in the work plan	SB
7.	Secretariat to capture detail on GTCS project to help learning support assistants to become teachers in action tracker to ensure the Board remains sighted on progress.	Still to be actioned	SB

CURRICULUM AND ASSESSMENT BOARD – UPDATE

1. The Curriculum and Assessment Board last met on 26 June 2020.
2. The Board discussed:

Planning curriculum offerings during the education recovery phase

Board members were invited to discuss the guidance 'Curriculum for Excellence in the Recovery Phase' which was published on 5 June 2020 and in particular, how the guidance was being used at a local level to develop curriculum offerings. The Board was also asked to consider what further support may be required.

Feedback from assessment roundtables with NASUWT members

Attendees were invited to consider feedback from NASUWT members in relation to assessment across the 3-18 learner journey. Topics of discussion included: the achievement of a CfE level; streamlining the broad general education; the role of S3; presentation for national qualifications; and the increase in the number of learners with additional support needs.

The assessment of national qualifications in the 2020/21 academic year

Board members were asked to consider the work that has been progressed in relation to assessment of national qualification in 2020/21. In particular, CAB members were asked for their views on known challenges including the impact of a possible blended learning approach and the amount of available teaching time.

The review of Curriculum for Excellence

CAB members were provided with an update on the progress of the OECD-led review of Curriculum for Excellence. This included the development of an evidence base for the OECD, the establishment of a Scottish Practitioner Forum to support the review and an overview of timescales.

The Board's work plan for the academic year ahead

Board members discussed their work for the 2020/21 academic year. This included consideration of how to improve curriculum design, Education Scotland's regional working, support offered by the RICs and the provision of blended learning.

3. The Board agreed:

Planning curriculum offerings during the education recovery phase

- Developing curriculum offerings which prioritised health and wellbeing during the recovery phase was the correct approach.
- The fact that the guidance published on 5 June 2020 promoted local flexibility in curriculum design was welcome.
- That the aforementioned guidance should be updated to reflect the fact that schools are planning to return on a full-time basis in August 2020.

Feedback from assessment roundtables with NASUWT members

- All of the challenges raised by NASUWT members were valid.
- There may be opportunities for the RICs and specific professional learning to address some of the challenges.

- That these challenges may be touched upon as part of the OECD-led review of Curriculum for Excellence.
- That it may be prudent to wait until on the review's findings before deciding how to address each challenge.

The assessment of national qualifications in the 2020/21 academic year

- There was a need to deliver fairness to learners whatever the favoured approach for assessing national qualifications.
- That work needed to progress quickly.
- That clear messages were required to the wider system to ensure a consistency of understanding.

The review of Curriculum for Excellence

- That the update on the review was useful and should be noted.

The Board's work plan for the academic year ahead

- That the proposed work programme was sensible but that time should also be made available to discuss a range of other issues including topical ones such as anti-racism education.

4. The Board is next due to meet on Wednesday 9 September 2020.

**Curriculum and Assessment Board Secretariat
September 2020**

STRATEGIC BOARD FOR TEACHER EDUCATION

SCOTTISH EDUCATION COUNCIL – UPDATE

SEC/ELF update National improvement Framework

The Scottish Education Council have not met since 15 January. The council were due to meet in March, but this was cancelled as a result of lockdown having just been imposed.

Neither the council nor the forum have met since. The C-19 Education Recovery Group (CERG) was formed in April, comprising members of both the SEC and the ELF, and the CERG have met 21 times to date. The initial focus of the CERG was on restarting in-school education, and producing guidance to support this. Now that schools have reopened, the CERG will continue to meet on a weekly basis, focusing on the monitoring the full time return to schools, the bedding in of the guidance, and outbreak management. This will be supported with appropriate analytical evidence and scientific advice.

The operation of the CERG and restart of the SEC/ELF will be reviewed in October.

Contact: *Glen Deakin, Improvement Team Leader*
glen.deakin@gov.scot (0131 244 1679)