

UPDATE ON STRATEGIC BOARD FOR TEACHER EDUCATION (SBTE)

1. The Board discussed at their meeting on 9 November a paper summarising the range of work that is being taken forward in partnership in response to Covid to allow members to consider the challenges and opportunities that have arisen in respect of teacher education and to inform how we frame policy going forward post Covid.
2. The main points of discussion were:

Teacher Workforce Planning

- ensuring that the planning model works for all parts of the country with rural ITE students possibly being served by more on-line content in programmes with more grow your own initiatives such as Learn to Teach where students remain in their own communities.
- intake numbers impact on the ability to reduce class sizes, teacher workload and teacher class contact time while also having an effect on pupil attainment.
- the option of a 2-year PGDE to allow stronger integration with the early phase career of a teacher
- building on the learning from alternative routes to help with geographical recruitment issues
- future Teacher recruitment campaigns identifying the barriers to teaching and targeting those in rural areas.

Student Placements

- an increase in work in preparing student assessments and ensuring compliance with local authority and school risk management protocols
- consistency in assessment guidelines between universities
- a generic local authority brief on risk assessment to reduce the preparatory work involved for schools

Professional Learning for established teachers

- significant professional learning opportunities in place for teachers with the aim of supporting them in addressing current challenges in relation to Covid. This was a balanced offer that did not overwhelm teachers and also gave them the opportunity to develop skills and knowledge not directly needed to address Covid related issues.
 - on-line learning allows for easier access including reducing the time teachers need to take out of school. There are also opportunities for interest groups to be formed from across the country and for Scottish and international expert input. There had been an increase in engagement with professional learning in rural areas with digital tools being used for collaboration.
 - need to ensure that quality of learning has prominence over ease of access.
 - equality of access, especially for teachers in rural areas where connectivity issues existed. The bandwidth in some schools also presented an issue and these need to be resolved within the wider digital infrastructure agenda.
 - the quality of on-line learning in regard to interaction for participants. The interpersonal elements of learning were seen as an important factor.
3. The next meeting of the Board is on 24 March and will consider a range of issues relating to teacher education.