

**Strategic Board for Teacher  
Education: Meeting 27  
Thursday 1 February 2024:  
10.00AM - 11.30AM**

## **SBTE/27/01**

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### **Agenda**

Welcome and Introductions

1. Minutes of 15 November meeting (SBTE/27/02) [Strategic Board for Teacher Education minutes: November 2023 - gov.scot \(www.gov.scot\)](#)
2. SBTE Workplan – Workstream 1 – Workforce Planning and increasing diversity of the profession - Progress Report (SBTE/27/03)
3. SBTE Workplan – Workstream 2 – Improving the Promotion of Teaching as a Valued Career - Progress Report (SBTE/27/03)
4. SBTE Workplan – Workstream 3 – Continuum of teacher education - Progress Report (SBTE/27/03) & (SBTE/27/04) – to follow
5. Education Workforce Modelling - Update
6. AOB
7. Date of future meetings

For information

1. Scottish Education Council (SBTE/27/05)

**Secretariat**  
**January 2024**

## **SBTE Workplan– 1 February 2024**

### **Overarching Aim:**

Ensure that we have the right numbers of high quality teachers, in the right places, with the right areas of expertise. The Board will also ensure that:-

- the teaching profession is representative of the diversity of Scottish society
- teaching is seen as an attractive and valued profession with a focus on professional learning
- teachers are empowered to lead and influence to allow them to deliver high quality learning and teaching
- teachers are equipped to support improved learning and societal outcomes for all children and young people
- teachers are involved in the preparation for planned education reform and other wider system changes

## **Workstream 1: Workforce Planning and increasing diversity of the profession**

### **Lead Organisation: COSLA (SCDE, ADES & GTCS)**

**Outcome:** Local and national teacher resource demands are better understood to improve longer-term workforce planning. This includes tackling geographical challenges and ensuring targets for ITE programmes are set and met accordingly, particularly at secondary level and for hard to fill subjects such as science, technologies, mathematics, modern languages and Gaelic. The barriers to individuals with protected characteristics such as race, religion or disability entering or staying in the teaching profession are better understood and reduced.

**Action** - Gather detail on local approaches to workforce planning across local authorities; Consider whether a more consistent approach may be helpful in achieving effective long term planning - acknowledge that each local area has unique challenges; Improve understanding of teacher shortages in certain geographical areas and certain subjects and develop strategies to tackle these shortages and increase retention.

**Progress** - Initial meetings held between COSLA, ADES Personnel Network Reps and SG; Challenges identified such as secondary school autonomy on curriculum choice, some LA approaches being used based on simple teacher age and falling pupil rolls.

**Next steps** Consider the data collection tool used by some local authorities and how this can be developed to meet workstream needs; Revised data collection tool to be taken to ADES meeting/workshop in March 2024.

**Action** - Consider specific issues related to headteacher recruitment and retention.

**Progress** - January 2024 - Laurence Findlay, Chair of HTRRWG has accepted invitation to become member of SBTE; HTRRWG met 6 December and agreed to strengthen links between the group and SBTE. Plan to align development of new workplan with the 3 workstreams of SBTE, with a particular focus on headteacher recruitment and retention issues.

**Next steps** - HTRRWG workplan development workshop taking place on 12 March 2024 in Aberdeen.

**Action** - Support work of SG Anti-Racism in Education Programme. For example: ITE providers implementing SCDE anti-racism in ITE framework; consider local authorities' approaches to recruitment and recruitment of BME teachers.

**Next steps** - A discussion is required at SBTE on possible actions 1c – 1d as these were not considered in detail at the September 2023 workshop; Consideration of sufficiency to achieve the outcome, are they SMART, who is best placed to lead.

**Action** - Better understand issues related to teacher recruitment and retention in denominational schools and look to develop new approaches to overcome them.

**Action** - Work with HEIs to consider targeting ITE programmes to defined groups, such as individuals who have a disability.

**Action** - Consider how to address gender imbalance in the primary sector.

## **Workstream 2: Improving the Promotion of Teaching as a Valued Career**

### **Lead Organisation: SG, GTCS, COSLA & Trade Unions**

**Outcome:** Teachers are valued and teaching is recognised and better promoted as important, complex and impactful work, improving the attractiveness of teaching as a career.

**Action** - Consider how to shift public attitudes and improve the perception of teaching as a rewarding career.

**Progress** - SH met with Edinburgh University marketing who are looking at marketing across ITE providers.

**Next Steps** - Invites to be issued to SBTE members to form a short-life working group, which will include SG marketing rep.

**Action** - Develop a shared narrative that promotes the teaching profession and that Board members actively share through relevant websites and forums.

## **Workstream 3: Continuum of teacher education**

### **Lead Organisation: SCDE, GTCS, ES**

**Outcome:** A clear and progressive framework for teacher education across the career continuum. Teachers have the opportunity to progress their skills, knowledge and expertise through career pathway opportunities, have agency and autonomy and are leaders of learning within their community. Teachers in the early phase of their careers experience more consistent mentoring and coaching to increase their confidence, motivation and satisfaction. Teachers have access to sustained and coherent teacher education post-induction. This will lead to increased retention rates after achieving full registration with the General Teaching Council (GTC) for Scotland and at key career stages.

**Action** - Develop, in partnership, a career long teacher education framework that sets out the systems and structures required for teacher progression.

**Progress** - Paper to SBTE on 1 February setting out high level plan.

**Next Steps** - Partnership event on 4 March to consider teacher education framework principles and development.

**Action** - Ensure teacher education framework is informed by existing insight and data, reform consultation processes, academic research and system intelligence.

**Action** - Understand the current gaps in the framework and collaboratively develop a prioritised action plan to address.

**Action** - Use agreed teacher education framework and associated action plan to influence and inform clarity of organisational/system roles and responsibilities and recommend approaches to improving partnership working arrangements.

**Action** - Two key priorities:

Priority action plan area to focus initially on the early career phase – from ITE, through induction and the first 3 years of teaching to inform required change.

**Action** - Second priority is to identify structured and supported career long teacher education provision, mapped to the new Framework. An initial focus here would align well to the development of the proposed Centre for Teaching Excellence

**Action** - Advise on the impact of the teacher education framework on teacher educators throughout the system.

## Strategic Board for Teacher Education

### Scottish Education Council update paper – 23.01.2024

1. This paper is to provide the SBTE with an update on the most recent meeting of the Scottish Education Council (SEC) which took place on the 15<sup>th</sup> of November 2023. Some of the planned work mentioned at the meeting is now complete, and that is reflected in the note below.
2. Meetings of the Scottish Education Council are chaired by the Cabinet Secretary for Education and Skills. More information on the remit and membership of the Council can be found in Annex A.
3. The following items were discussed at the meeting:
  - **Next steps regarding the future of the Scottish Education Council**
    - The Chair mentioned that the meeting was likely to be the last meeting of the SEC in its current format and a formal letter will be issued to members in due course with further details on next steps regarding governance.
  - **Education and Skills Reform**
    - The Chair provided an update following her statement to the Scottish Parliament on Tuesday 07 November which announced the launch of the consultation on the Education Bill. She highlighted other key announcements including the establishment of a Centre of Teaching Excellence, the two new governance groups (Ministerial Group and Education and Skills Reform Chief Executive Forum) and the funding around the Regional Improvement Collaboratives.
    - The timeline for next steps was also mentioned which included Mr Dey returning to Parliament before the end of 2023 to provide an update on the Government's response to the Withers review, and a further debate early in the new year to consider the Hayward proposals.
  - **Behaviour and relationships in schools – feedback from the summits/next steps**
    - Officials are currently gathering an evidence base around relationships and behaviour in schools. A series of summits was announced in May 2023 and, at the time of the meeting, two had taken place with a third planned in November 2023.
    - Officials are working with key partners to establish a joint action plan following publication of the BISSR research, drawing together all perspectives around key areas such as Additional Support for Learning, attendance, exclusions and relationships and behaviour.
  - **Plans for the 2024 National Improvement Framework and Improvement Plan**
    - Officials highlighted that the annual statutory review of the NIF was underway and engagement had taken place with a number of stakeholders for their views. The main themes in the 2024 NIF are the

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work on relationships and behaviour and excellence in teaching. There is also a section highlighting next steps on reform.

- **Colleges Scotland Short Life Sub Group Report Presentation**
  - The Chief Executive of Colleges Scotland presented the report findings and recommendations from the Short Life Sub Group which focused on the following areas: delivering seamless transitions, college role in tackling the poverty-related attainment gap, supporting learners at risk of disengagement and language and perceptions.
- **Forward look – forthcoming publications (ACEL, PISA, budget etc)**
  - The SEC was told that the PISA data would be published on 5 December. The survey took place in 2022 and drew evidence from around 3500 students. The annual statistical publications such as ACEL data (Achievement of Curriculum for Excellence Levels), teacher numbers, pupil numbers, attendance, absence and exclusions were also published on 12 December.
  - The Chair concluded this item with an update on the budget where there are financial challenges across the Scottish Government. As a result of that, we have had to identify savings this year across all portfolios to bring the overall budget towards balance.
- **Update on the work of the Curriculum and Assessment Board**
  - An update was provided on the work of the CAB. The group have reviewed the actions in relation to the OECD recommendations and that work will conclude shortly. The CAB also explored timetabling and school leaver attainment (specifically proposals to expand the scope of the statistics).
- **Update on the work of the Strategic Board for Teacher Education**
  - An update was provided on the work of the SBTE. The Board met for a whole day session in September 2023. Three workstreams were established on recruitment and retention of teachers (workforce planning and increasing diversity of the profession, the promotion of teaching as a valued career and the continuum of teacher education).
- **Parental Involvement and Engagement**
  - The Chair of NPFS stated her belief that engagement with parents and carers is lacking across Scotland. In the PIE census, it showed that parental engagement is higher in the primary sector but lower in the secondary sector. However, there is a need to improve our communication with parents in all sectoral areas.



**SEC Membership/Role and remit**

Membership

- Jenny Gilruth, Cabinet Secretary for Education and Skills - Chair
- Councillor Tony Buchanan, COSLA Children and Young People spokesperson
- Graeme Logan, Director of Learning, Scottish Government
- Neil Rennick, Director General Education and Justice, Scottish Government
- Clare Hicks, Director for Education Reform, Scottish Government
- Fiona Robertson, Scottish Qualifications Authority Chief Executive
- Andrea Bradley, General Secretary, The Educational Institute of Scotland
- Gillian Hamilton, Chief Executive of Education Scotland and Chief Inspector of Education
- Pauline Stephen, Chief Executive, General Teaching Council for Scotland
- Cheryl Burnett, Chair of the National Parent Forum of Scotland
- Professor Margery McMahon, Chair of the Scottish Council of Deans of Education
- Douglas Hutchison, President of the Association of Directors of Education in Scotland (ADES)
- Des Murray, SOLACE lead for Children and Young People
- Audrey May, Regional Improvement Collaborative Lead, Tayside Collaborative
- James Wylie, Regional Improvement Collaborative Lead, The Northern Alliance
- Dr Gillian Brydson, Regional Improvement Collaborative Lead, South West Collaborative
- Fiona Robertson, Regional Improvement Collaborative Lead, South East Alliance
- Lorraine Sanda, Regional Improvement Collaborative Lead, Forth Valley and West Lothian Collaborative
- Tony McDaid, Regional Improvement Collaborative Lead, The West Partnership
- Professor Mark Priestley, University of Stirling
- Kay Sillars, UNISON Scotland
- Tamsin Gold MSYP, Convenor of Education and Lifelong Learning Committee, Scottish Youth Parliament
- Marcus Flucker MSYP, Trustee, Scottish Youth Parliament
- Rona Blackwood, Head of Programmes, Children's Parliament
- Juliet Harris, Director of Together (Scottish Alliance for Children's Rights)
- Graham Hutton, General Secretary, School Leaders Scotland
- Shona Struthers, Chief Executive, Colleges Scotland
- Alan Sherry, Chair of CLD Standards Council for Scotland
- Jane Brumpton, Chief Executive, Early Years Scotland
- Greg Dempster, General Secretary, Association of Headteachers and Deputies Scotland

## Role and remit

The Council, in pursuit of collaborative partnership and supportive of social dialogue:

- brings together the main decision makers, key influencers, and children and young people's representatives with a strong focus on excellence and equity for all, and is a forum for frank and open discussion and challenge
- ensures children and young people's voices are at the heart of discussions about improvement and reform of the education system, alongside those of teachers
- promotes, protects and defends the rights of children and young people in order to ensure they are incorporated fully across the Scottish education system
- provides comment and professional advice on the strategic direction, vision and outcomes of key education policies and initiatives. The Council is not a decision making body
- uses key evidence and data about what is working nationally and locally to drive improvement, and what more is required in the context of the pandemic and future educational reform
- considers progress and provides views on how the recommendations and actions from key reports have been taken forward (ICEA, Equity Audit, Audit Scotland, SAC progress report and OECD review)
- provides leadership and advice to Ministers and local government in developing the strategic approach and vision for improvement across Scottish education, as defined by the National Improvement Framework
- has a primary focus on issues related to the school years, including the provision of community learning and development, but has the ability to focus on wider education issues as and when required. This includes a focus on the partnership between education settings, such as the link between schools and colleges/ ELC settings
- provides guidance and advice at all levels of the system, working across organisational and structural boundaries to support the development of key improvement priorities for Scottish education and ensuring those priorities are reflected in national, local and regional improvement planning
- works closely with Regional Improvement Collaboratives via agreed governance arrangements to oversee progress towards delivery of those national, regional and local improvement priorities and outcomes
- contributes to cross governmental work on child poverty to ensure that there is a whole system approach to improvement and recovery



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