Strategic Board Teacher Education Meeting papers – May 2023

Scottish Government
Riaghaltas na h-Alba

SBTE/25/01

Strategic Board For Teacher Education: Meeting 25   Wednesday 31 May 2023: 10.00 AM – 11.30AM

AGENDA

Welcome and Introductions

1. Previous minutes (29 March 2023) (SBTE/25/02)

2. Scottish Education Council update (SBTE/25/03 to follow)

3. Recruitment Challenges in Initial Teacher Education – feedback from SEC/next steps (SBTE/25/04)

4. Updated SBTE Workplan (SBTE/25/05)

5. Becoming a Teacher in Scotland (SBTE/25/06)

6. AOB

7. Date of future meetings

For information

1. Curriculum Assessment Board (SBTE/25/07)

2. MQuITE Report (SBTE/25/08)

Secretariat
May 2023

Challenges related to recruitment to initial teacher education programmes and subsequent teacher retention.

Strategic Board for Teacher Education Paper to the Scottish Education Council – 27 April 2023.

Purpose

1.   The purpose of this paper is to outline the current situation, challenges and possible actions that can be taken to increase recruitment to initial teacher education (ITE) programmes and the subsequent retention of individuals entering the teaching profession.

2.   This paper has been developed by the Strategic Board for Teacher Education (SBTE) and is based on initial discussions that have taken place within SBTE and the Teacher Workforce Planning Advisory Group (TWPAG).

Aims and Priorities

3.   SBTE aims for the recruitment and retention of teachers in Scotland are to ensure that we have the right numbers of qualified teachers, in the right places, with the right areas of expertise, representing the diversity of Scottish society, in order to support improved learning and societal outcomes for all children and young people, whatever their background, circumstances and wherever they are being educated.

4.   In order to help achieve these aims, the SBTE propose four key priorities that require collective action from partners across the education sector in order to be achieved.

Priority 1 – Increased Resource Demand Analysis
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.

Priority 2 – Reducing Barriers to Becoming a Teacher
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.

Priority 3 – Increased Support for Early Career Teachers
Teachers in the early phase of their careers experience more consistent mentoring and coaching to increase their confidence, motivation and satisfaction, raising retention rates after achieving full registration with the General Teaching Council (GTC) for Scotland.

**Priority 4 – Improving the Promotion of Teaching as a Valued Career**
Teachers are valued and teaching is recognised and better promoted as important, complex and impactful work, improving the attractiveness of teaching as a career.

Current Position

5.   To understand what action may be required, it is important to understand how the current position maps against the aims and priorities outlined above.

ITE Intakes

6.   Figure 1 shows percentage of recruitment against targets in Scotland for the various ITE programmes at Scottish Higher Education Institutions (HEIs) since 2020. More detailed information is contained in table 1 in Annex A.

Figure 1 - Percentage uptake against target for the various ITE programmes since 2020
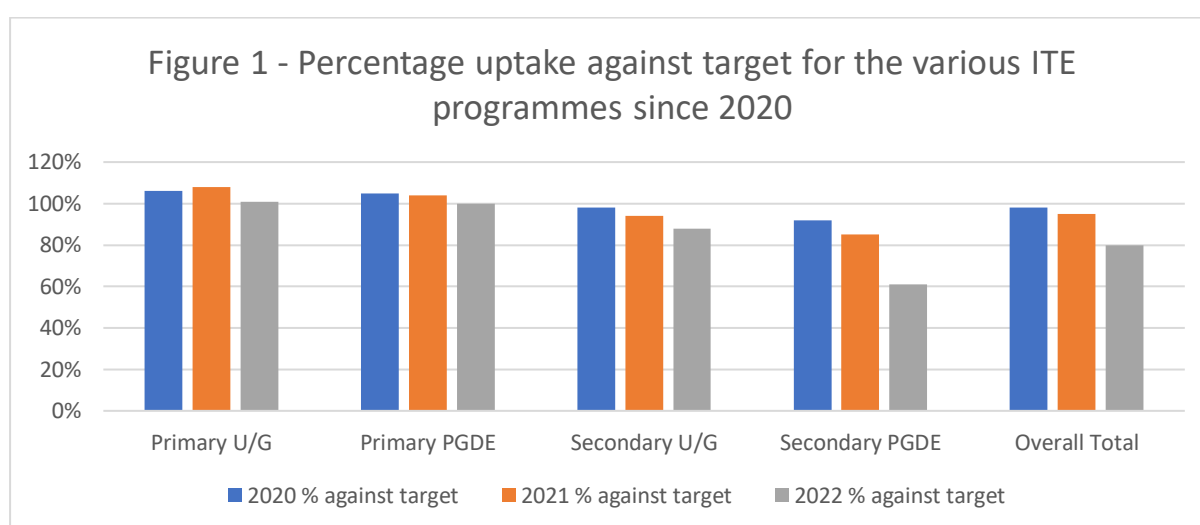
7.   Figure 1 demonstrates that primary undergraduate, and primary Post-Graduate Diploma in Education (PGDE) targets were achieved or exceeded each year. Secondary undergraduate shows a downward trend, with 88% uptake in 2022 compared to 98% in 2020. Secondary PGDE intakes show a more significant downward trend from 92% in 2020, 85% in 2021 and 61% in 2022.

8.   There are particular challenges in meeting secondary PGDE intake targets in science, technologies, mathematics and modern language subjects, as shown in figure 2. For example, in 2022/23 there was an intake of 114 maths students compared to a target of 250 (46%) and an intake of 48 chemistry students compared to a target of 159 (30%). More detailed information is contained in table 2 in Annex A.

9.   The Scottish Government is also committed to encouraging new Gaelic Medium Education (GME) primary and secondary schools by increasing the number of teachers who can teach in the medium of Gaelic. Figure 2 shows that secondary PGDE ITE intake dropped to 33% against target in 2022/23 (target was 9, intake was 3). It is recognised that this is a complex issue with

the lack of Gaelic teachers leading to arguably less opportunity to study Gaelic and subsequently support a pathway to becoming a teacher of Gaelic.

Figure 2 - Percentage uptake against target for secondary PGDE in STEM subjects / modern languages since 2019/20
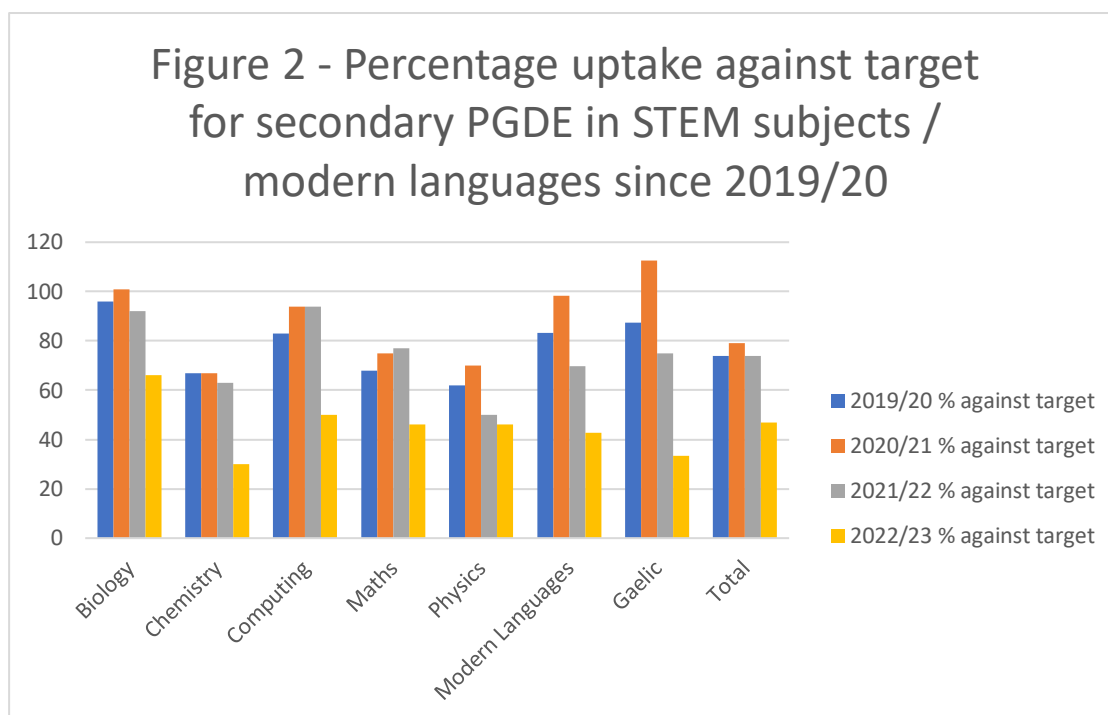
Geographical Challenges

10.   Rural local authorities report recruitment issues across both the primary and secondary sector. This has previously been considered by the SBTE. A more recent press article regarding Aberdeenshire noted there were 47 secondary vacancies advertised in January 2023 and none were filled. The reasons behind this are likely to include issues such as transport and housing costs. Local authorities do have the option to offer incentives to encourage teachers to take up posts and several initiatives have been implemented.

Impact of the Covid Pandemic

11.   The impact of the Covid pandemic on teacher recruitment and retention also needs to be investigated and better understood. Research in England has suggested that the challenging contexts faced by trainee teachers during the pandemic may risk them having insufficient experience leading to increased attrition rates of early career teachers. The research did also note, however, that the experience of training to teach during the pandemic- has not been wholly negative for trainees and the flexibility and resilience that the situation has necessitated may even impact positively on professional development and a desire to remain in the profession.

Diversity in the Teaching Profession

12. A Scottish Government priority is to ensure that we have a teaching profession which reflects the diversity of our communities with the ambition that 4% of teachers identify as coming from black and minority ethnic (BME) backgrounds by 2030. As at 2017 this figure was 1.4% and by 2021-22 had increased to 1.8%.

13. In 2021-22, 165 or 4.5% of UK-domiciled entrants to ITE programmes at Scottish HEIs came from ethnic minority backgrounds. The proportion of entrants from ethnic minorities was higher on postgraduate courses at 5.2% compared to undergraduate courses at 3.4%. All three percentages are noticeably higher than 2016-17 when only 2.7% of UK-domiciled entrants were from an ethnic minority background, including 3.3% and 1.3% to postgraduate and undergraduate courses respectively. A six-year time series is shown in tables 3 and 4 in Annex A.

14. The Scottish Government also supports student teachers to undertake the Catholic Teachers' Certificate (CTC) to ensure a supply of appropriately qualified teachers in denominational schools. A recent analysis by the University of Glasgow and the Scottish Catholic Education Service shows that across Scotland there is a significant number of teachers permanently employed in denominational schools who do not hold the CTC yet are expected to have it. The analysis also shows 156 primary vacancies and 66 secondary vacancies in denominational schools (6% and 3% of the overall staffing complement respectively)

Comparison with other countries

15. Issues relating to teacher recruitment and retention are not unique to Scotland and are being seen in developed education systems across the world. For example, the National Foundation for Educational Research's 2023 annual Teacher Labour Market report monitors the progress the school system in England is making towards meeting the teacher supply challenge. The report highlights that schools posted 93% more vacancies in 2022/23 compared to the year before the pandemic and Initial Teacher Training recruitment in 2022/23 was 20% lower than in the year before the pandemic.

16. The International Summit on the Teaching Profession, which brings together education ministers, unions and teacher leaders from high-performing education systems, are due to hold their annual summit in April 2023. The agenda includes the issue of teacher shortages due to factors such as the pandemic, lack of respect for the profession and inhospitable working environments. Research is also showing recruitment challenges in Australia, Canada and the USA.

Priorities and Proposed Actions
Priority 1 – Increased Resource Demand Analysis

17. In order to improve longer term workforce planning and ensure that ITE intake targets are set and met at the right level, it would be helpful to have more detail on local approaches to workforce planning across all Scottish local authorities and consider whether a more consistent approach may be helpful in achieving effective long term planning.

18. SBTE can work with COSLA to develop an effective way to ensure local information is strengthened in the teacher workforce planning process. This exercise needs to acknowledge that each local authority has its own unique challenges and there won't be a one size fits all solution. It will also be important in planning for the implications of the Scottish Government's proposed reduction to class contact time.

19. Gaining a better insight of workforce planning processes and pressures across the country should also be helpful in understanding teacher shortages in certain geographical areas and in developing strategies to tackle these shortages.

20. The Scottish Government has previously supported a number of HEIs to deliver a range of alternative routes into teaching. For example, allowing students to gain HND qualifications and move into ITE in STEM subjects, and enabling distanced learning. Some of these initiatives are still in operation. It would be helpful to systematically revisit and assess these alternative routes, determine which were successful and ascertain whether they could be reinvigorated or built upon. SBTE can work with GTC Scotland, the Scottish Council of Deans of Education (SCDE) and the Association of Directors of Education in Scotland on this area.

21. All applicants to ITE programmes must meet the Memorandum on Entry Requirements to Initial Teacher Education (2019). For PGDE Secondary programmes, applicants need to satisfy HEIs that they hold relevant degree level qualifications to qualify as subject specialist teachers. SBTE is aware that GTC Scotland is preparing for the five year cyclical review of the Memorandum and will use this opportunity to consider what review of current expectations may be required, noting that any proposed changes are subject to statutory consultation.

22. It would be helpful to get views from SEC on how to improve longer term workforce planning and ensure ITE intake targets are set and met accordingly.

Priority 2 – Reducing Barriers to Becoming a Teacher

23. The Scottish Government's Anti-Racism in Education Programme has a workstream dedicated to increasing the racial diversity of the teaching profession by addressing barriers to recruitment, retention and promotion. Work underway which will contribute to that ambition includes: considering effective recruitment practices in local authorities which mitigate the barriers

which BME teachers can experience; and working with the SCDE to encourage ITE providers to engage with, and implement the recommendations in the Council's new anti-racism in ITE framework.

24. Work is also being taken forward by the Diversity in the Teaching Profession and Education Workforce sub group to consider local authorities' approaches to recruitment and recruitment of BME teachers in particular and how emerging practice can be shared with and potentially replicated in other areas.

25. Engagement with partners on the SBTE such as the Scottish Catholic Education Service and SCDE will also help us better understand issues related to teacher recruitment and retention in denominational schools and look to develop new approaches to overcome them.

26. Work could also be undertaken with HEIs to consider targeting ITE programmes to defined groups, such as individuals who have a disability.

27. It would be helpful to get views from SEC on other areas that could be explored to reduce barriers to becoming a teacher for individuals with protected characteristics.

Priority 3 – Increased Support for Early Career Teachers

28. There is general agreement that support in the early phase of a teachers career (1-5 years) is vital and will strengthen role satisfaction and retention rates. The move from ITE to probation is formally supported through the Teacher Induction Scheme (TIS) with reduced class contact time and dedicated time for support and development. It is noted that not all teachers enter TIS, instead taking the flexible route to achieving full registration with GTC Scotland. Employers of teachers are encouraged to provide effective support for all individuals progressing from provisional to full registration regardless of the route taken. However, once probation has finished and teachers have achieved the Standard for Full Registration there is variable availability of ongoing support.

29. SBTE could give further consideration to address inconsistencies in support and identify gaps in development opportunities. For example, there is an opportunity to consider how best to support experienced teachers who provide support to early career teachers through and beyond the probation period. An exploration of the role of the 'school based teacher educator' would also be of value.

30. It would also be helpful to better understand the presumed cause and effect mechanisms underlying the retention of teachers to help ensure the most appropriate support strategies and structures are available across the country.

31.   While the percentage of teachers on permanent contracts in Scotland has not changed significantly over recent years (82% in 2020, 81% in 2021 & 81% in 2022) it is clear that those new to the profession are finding it difficult to obtain permanent employment[1]. The proportion of TIS probationers in full-time permanent posts in the year following their probation year is 33% and much lower than the high of 57% for the 2016/17 cohort[2]. This is likely to be one of the drivers behind those choosing to leave the profession. SBTE/SG can work with COSLA to address this issue, as part of £145.5 million being provided in the 2023-24 budget is to ensure it assists employing teachers on permanent contracts.

32.   It would be helpful to get views from SEC on how to better support teachers in the early phase of their careers and improve retention rates post-probation.

Priority 4 – Improving the Promotion of Teaching as a Valued Career

33.   Studies suggest that individuals are put off becoming a teacher due to perceived low pay, workload, stress and working conditions[3] [4]. Anecdotally we hear that teaching is often not considered a rewarding and fulfilling graduate career in the same way other degrees are.

34.   The negative perception of teaching can also be found within the current profession. An EIS member survey from 2021[5] found that almost 60% of respondents said they were unlikely or very unlikely to recommend teaching as a good profession to someone who is thinking of entering the profession.

35.   UK union member surveys have also suggested that a significant number of teachers have considered leaving the teaching profession altogether[6]. Reasons cited include workload and stress. To balance this research finding, it should also be noted that since December 2014 the number of school teachers in post in Scotland has increased by 8%, from 49,521 to 53,459 in December 2022[7].

36.   Work is required to shift public attitudes and improve the perception of teaching as a rewarding career with a strong sense of professional development, responsibility and the opportunity to make a difference to the lives of children and young people. It is important that we collectively seek opportunities to recognise this and positively promote the profession with the aim of improving teacher recruitment and retention.

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[1] School education statistics - gov.scot (www.gov.scot)
[2] Post-probationer teacher employment dashboard - gov.scot (www.gov.scot)
[3] Review education policies - Education GPS - OECD: Teacher working conditions
[4] Issue 13: The Urgent Need for Action: Addressing the Teacher Recruitment and Retention Crisis in the UK (linkedin.com)
[5] EIS Member Survey 2021: Health and Wellbeing findings
[6] Big Question Survey Report 2022 (nasuwt.org.uk)
[7] Teacher census supplementary statistics - gov.scot (www.gov.scot)

37. It would be helpful for SEC to consider how the narrative around the value of teachers and the satisfaction that can be gained through teaching as a career is positively promoted.

Education Reform

38. As the Education Reform programme continues to develop we must ensure that the interdependencies and impacts those reforms, including revisions to qualifications and curriculum, may have on ITE programmes and teacher recruitment and retention are understood.

39. SEC are potentially in a unique position to consider the holistic impact of all aspects of reform and to provide guidance, support and challenge to SBTE to ensure the activities proposed in this paper synchronise with and complement wider system changes. It would be helpful to get SEC's view on this.

Conclusion

40. In summary, SEC are asked to consider the points set out above and the following questions:-
    - Do SEC agree with the analysis of the situation presented here, including that we should increase the collective focus on this area?

    - Are SEC content with the actions proposed to be led by SBTE? Are there other actions they would like to see SBTE take forward?

    - Where can SEC add value in helping to achieve these priorities?

    - How would SEC like to be kept updated on this as we move forward?

Jim Thewliss, SLS / Pauline Stephen, GTC Scotland. SBTE Reps. April 2023

Annex A
Table 1 - ITE Targets and Enrolments in Scotland 2020-2022

	2020			2021			2022		
	Target	Enrolment	% against target	Target	Enrolment	% against target	Target	Enrolment	% against target
Primary U/G	711	754	106%	707	767	108%	707	711	101%
Primary Combined	68	105	154%	72	95	132%	72	93	129%
Primary PGDE	1155	1214	105%	1155	1203	104%	1,155	1,154	100%
Primary Total	1934	2073	107%	1934	2065	107%	1,934	1,958	101%
Secondary U/G	165	161	98%	163	154	94%	158	139	88%
Secondary Combined	171	118	69%	173	132	76%	178	121	68%
Secondary PGDE	1800	1647	92%	1800	1527	85%	2,000	1,211	61%
Secondary Total	2136	1926	90%	2136	1813	85%	2,336	1,471	63%
Overall Total	4070	3999	98%	4070	3878	95%	4,270	3,429	80%

Table 2 - Scotland - Showing STEM intakes to Initial Teacher Education PGDE Courses Since 2019/20 Academic Year

		Scotland 2019/20			Scotland 2020/21	
Subject	target	intake	% achieved	Target	Intake	% achieved
Biology	134	129	96	142	144	101
Chemistry	150	101	67	150	100	67
Computing	53	44	83	47	44	94
Maths	225	154	68	230	173	75
Physics	122	76	62	120	84	70
Total	684	504	74	689	545	79
		Scotland 2021/22			Scotland 22/23	
Subject	target	intake	% achieved	Target	Intake	% achieved
Biology	142	131	92	163	107	66
Chemistry	144	91	63	159	48	30
Computing	47	44	94	52	26	50
Maths	224	172	77	250	114	46
Physics	117	59	50	131	60	46
Total	674	497	74	755	355	47

Table 3 - UK-domiciled Entrants to ITE Programmes at Scottish HEIs by Level of Study, 2016-17 to 2021-22

Level of Study	Ethnicity	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Postgraduate	White	2,305	2,345	2,430	2,385	2,425	2,350
	Other Ethnicity	80	90	105	110	120	130
	Not known	20	85	45	55	20	25
	Total	2,405	2,515	2,585	2,550	2,570	2,500
Undergraduate	White	1,115	1,095	1,085	1,060	1,130	1,135
	Other Ethnicity	15	25	30	45	40	40
	Not known	0	5	0	5	0	0
	Total	1,135	1,120	1,115	1,105	1,175	1,180
Total	White	3,425	3,440	3,520	3,440	3,560	3,485
	Other Ethnicity	95	110	135	155	165	165
	Not known	20	85	45	60	25	25
	Total	3,540	3,635	3,700	3,655	3,745	3,675

Source: HESA Student Data, SG analysis

Figures have been rounded to nearest 5. Therefore, sums may not equal totals.

Records only include primary and secondary education sector (i.e. where TQSSEC = 1, 2 or 5)

White includes: white, white Irish, white British, Irish traveller, gypsy or traveller and other white background.

Table 4 - UK-domiciled Entrants to ITE Programmes at Scottish HEIs by Level of Study, 2016-17 to 2021-22 (Percentage)

Level of Study	Ethnicity	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Postgraduate	White	96%	93%	94%	94%	94%	94%
	Other Ethnicity	3%	4%	4%	4%	5%	5%
	Not known	1%	3%	2%	2%	1%	1%
	Total	100%	100%	100%	100%	100%	100%
Undergraduate	White	98%	98%	97%	96%	96%	96%
	Other Ethnicity	1%	2%	3%	4%	3%	3%
	Not known	0%	0%	0%	0%	0%	0%
	Total	100%	100%	100%	100%	100%	100%
Total	White	97%	95%	95%	94%	95%	95%
	Other Ethnicity	3%	3%	4%	4%	4%	4%
	Not known	1%	2%	1%	2%	1%	1%
	Total	100%	100%	100%	100%	100%	100%

Source: HESA Student Data, SG analysis
Proportions based on rounded numbers due to low values.

SBTE Workplan Development – 31 May 2023

Purpose

1. To provide an overview of discussions with SBTE members about the redevelopment of the workplan, set out suggested priority areas and pose discussion points for members to consider.

Background

2. Following discussion at the SBTE on 29 March, the secretariat took an action to hold bilateral meetings with a cross-section of members to identify priority areas for inclusion in a refreshed workplan.

3. The aim of this work is to develop an outcome-focussed, action-oriented, programme-management style workplan that defines key outcomes and actions where the SBTE can collectively add value and drive progress.

4. The Secretariat met with: SCES; EIS; ADES; ES; SLS; AHDS, SCDE, GTCS and AREP leads.

Summary of discussions

5. A range of issues and suggested areas of focus were identified by members. These are summarised and grouped below under broad themes.

<u>SBTE Function / Remit</u>

- Identify the strategic aim for teacher education in Scotland.
- SBTE should be more strategic. Less talking, more action. Less reactive to individual issues / concerns, more proactive longer-term planning.
- Prioritise 'big-ticket items', e.g. support for early career teachers.
- Focus on fewer issues but in more depth.
- Identify issues where SBTE can uniquely and collectively add value, not micro-managing the workplans of member organisations.
- Should we try and capture all activities member orgs are taking forward on teacher education, with a view to honing in on key issues where the SBTE can add value?
- Encourage collaboration and collective responsibility, with members having more 'skin in the game' and taking ownership of / leading workstreams.

Governance
- How does SBTE relate to / interact with other groups? For example, the Scottish Education Council (SEC), Headteacher Recruitment & Retention Working Group, Teacher Workforce Planning Advisory Group.
- How will planned refocus of SEC impact on SBTE and other groups?
- How do the individual cogs (groups) fit together and drive the decision making process?
- Is SBTE a decision making Board? Does it defer to SEC? Can it make recommendations to Ministers? Need clarity on these questions from the outset.
- What is the overarching governance / decision making structure?

Increased Resource Demand Analysis
- Gather detail on local approaches to workforce planning across local authorities.
- Would a more consistent approach to local workforce planning be helpful in achieving effective long term planning at a national level?
- Acknowledge that each area local has unique challenges – no one size fits all solution.
- Improve understanding of teacher shortages in certain geographical areas and certain subjects and develop strategies to tackle these shortages.
- Revisit and assess alternative routes into teaching, determine which were successful and ascertain whether they could be reinvigorated or built upon.
- Continue to have a specific focus on issues related to headteacher recruitment and retention.

Reducing Barriers to Becoming a Teacher
- 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.
- Better understand issues related to teacher recruitment and retention in denominational schools and look to develop new approaches to overcome them.
- Work with HEIs to consider targeting ITE programmes to defined groups, such as individuals who have a disability.

Early career teachers (ECT)
- Support in the early phase of a teachers career (1-5 years) is vital. Links to findings in MQuITE report[8].

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[8] MQuITE 2022 - OneDrive (sharepoint.com)

- Consider inconsistencies in support for ECT and identify gaps in development opportunities.
- Consider how to support experienced teachers who provide support to ECT through and beyond probation.
- Explore the role of the 'school based teacher educator'.
- Understand why only 33% of TIS probationers are in full-time permanent posts the year after probation (2022).
- Involve ECT in policy development / delivery, what are their experiences, link policy decisions with actual impacts on people. Track beyond early career – does support drop off?
- Evaluation / review of the Teacher Induction Scheme. Could / should SBTE have responsibility for this?

Promoting teaching as a career
- Consider how to shift public attitudes and improve the perception of teaching as a rewarding career
- Seek opportunities to positively promote the profession with the aim of improving teacher recruitment and retention.

Donaldson – Teaching Scotland's Future
- Donaldson recommendations on early career focus have not been recognised.
- Is it time to review Donaldson? Could / should SBTE lead on that?
- Time to review the strategy for teacher education in Scotland?
- Need to consider full continuum of teacher education not just ITE, e.g. Masters programmes, Into Headship.

Reform
- As Education Reform programme continues, SBTE must ensure that the interdependencies and impacts those reforms, including revisions to qualifications and curriculum, may have on ITE programmes and teacher recruitment and retention are understood.

Professional Learning
- Improve support / education available to teachers re pupils with additional support needs
- Ensure teachers have access to appropriate subject specific professional learning

Workplan / Governance
6. Based on discussions with members and the priorities outlined in the SEC paper, a draft workplan continues to be developed and is enclosed at Annex A.

Discussion Points

7. SBTE members are asked to consider the following discussion points:

- Are Governance arrangements clarified via the enclosed diagram, noting that the SEC function and remit are currently being reviewed?
- Are members content with the overarching aim of the SBTE workplan?
  - Ensure that we have the right numbers of qualified teachers, in the right places, with the right areas of expertise, representing the diversity of Scottish society, in order to support improved learning and societal outcomes for all children and young people, whatever their background, circumstances and wherever they are being educated.
- Are members content with the suggested structure of the SBTE workplan?
  - Are any key areas missing?
- What are members' views on the secretariat undertaking an exercise to capture all current and planned work relating to teacher education in each organisation? The aim of this would be to try and hone in on areas the SBTE can add value, in addition to those identified in the draft action plan.
- Are members content with the suggestion of organisations taking the lead on individual workstreams?
  - Would member organisations have resources that could support workstreams (e.g. secretariat functions)?

SBTE Secretariat
May 2023

Annex A - STRATEGIC BOARD FOR TEACHER EDUCATION: DRAFT WORKPLAN – MAY 2023

Overarching Aim:
Ensure that we have the right numbers of qualified teachers, in the right places, with the right areas of expertise, representing the diversity of Scottish society, in order to support improved learning and societal outcomes for all children and young people, whatever their background, circumstances and wherever they are being educated.

	Workstream 1: Increased Resource Demand Analysis					
	Lead Organisation:					
	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					
No.	**Possible Actions**	**Action owner(s)**	**Related Groups**	**Timescale**	**Progress**	**Next Steps**
1a	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 area local has unique challenges.	SG – Education Workforce Unit / COSLA		By end 2023		
1b	Improve understanding of teacher shortages in certain geographical areas and certain subjects and develop strategies to tackle these shortages.	SG EWU / Education Analytics Services				

1c	Revisit and assess alternative routes into teaching, determine which were successful and ascertain whether they could be reinvigorated or built upon.	GTCS?				
1d	Consider specific issues related to headteacher recruitment and retention.	Headteacher Recruitment & Retention Working Group				
1e	Review ITE content, delivery models and distribution of places.	GTCS				

Workstream 2: Reducing Barriers to Becoming a Teacher						
Lead Organisation:						
Outcome: 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						
No.	**Possible Actions**	**Action owner(s)**	**Related Groups**	**Timescale**	**Progress**	**Next Steps**
2a	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.		Diversity in the Teaching Profession and Education Workforce sub group			
2b	Better understand issues related to teacher recruitment and retention in denominational schools and look to develop new approaches to overcome them.					
2c	Work with HEIs to consider targeting ITE programmes to defined groups, such as individuals who have a disability.					
2d	Consider how to address gender imbalance in the primary sector.					

Workstream 3: Increased Support for Early Career Teachers
Lead Organisation:
Outcome: Teachers in the early phase of their careers experience more consistent mentoring and coaching to increase their confidence, motivation and satisfaction, raising retention rates after achieving full registration with the General Teaching Council (GTC) for Scotland

No.	Possible Actions	Action owner(s)	Related Groups	Timescale	Progress	Next Steps
3a	Review the Teacher Induction Scheme to ensure that it continues to offer high quality placements for probationers Increased satisfaction and retention rates for those teachers in the first 5 years of their careers.	Actions :	Teacher Induction Scheme Ongoing Review Group (TISORG)			
3b	Develop guidelines for improved partnership working between universities, local authorities and schools.					
3c	Set a standard of competence for student and probationer supporters (both school and university) and ensure a high quality coaching and mentoring programme is available.					
3d	Consider the recommendations in the MQuITE report					

Workstream 4: Improving the Promotion of Teaching as a Valued Career
Lead Organisation:
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

No.	Possible Actions	Action owner(s)	Related Groups	Timescale	Progress	Next Steps
4a	Consider how to shift public attitudes and improve the perception of teaching as a rewarding career					
4b	Develop a shared narrative that promotes the teaching profession and that Board members actively share through relevant websites and forums.					

Workstream 5: Improving the quality and choice of professional learning available to teachers

Lead Organisation:

Outcome: Teachers have the opportunity to refresh and enhance their skills and knowledge as they progress through their careers, feel empowered within their roles and are leaders of learning within their community

No.	Possible Actions	Action owner(s)	Related Groups	Timescale	Progress	Next Steps
5a	Ensure that the professional learning needs identified through the MQuITE project are addressed.					
5b	Ensure teachers have access to appropriate subject specific professional learning					
5c	Develop a professional learning offer that reflects the skills and knowledge that teachers will need to take forward the Reform agenda.					
5d	Ensure that teachers have access to wellbeing support.					

		Workstream 6: Increased readiness for education reform and other wider system changes Lead Organisation: Outcome: The delivery and content of teacher education is agile in its response to the education reform programme and prepared for the future					
No.	Possible Actions	Action owner(s)	Related Groups	Timescale	Progress	Next Steps
6a	Understand the interdependencies and impacts of education reform, including revisions to qualifications and curriculum, may have on ITE programmes and teacher recruitment and retention are understood.					
6b	Consider undertaking a review of Teaching Scotland's future					

Paper for SBTE, May 2023

Update from CAB

Four papers were presented to the Curriculum and Assessment Board at the last meeting on 22 March 2023:

1. OECD recommendations 1.1-1.4 - Update on progress
2. Developing a systematic approach to curriculum review
3. School leaver attainment – core measure for improvement
4. Choice, Attainment and Positive Destinations: Exploring the impact of curriculum policy change on young people

1.   OECD recommendations 1.1-1.4 - Update on progress

1.1 Ollie Bray (Strategic Director, Education Scotland) summarised a paper providing context to ongoing work being led by Education Scotland on four curriculum specific recommendations that sit under the broad heading, "Balance Curriculum for Excellence so students can fully benefit from a coherent learning experience from 3 to 18 years", that was published in the 2021 OECD report, *Scotland's Curriculum for Excellence: Into the Future*.

1.2 Following suggestions made in the 2022 Muir Review to bring young people and those working with young people, such as teachers and practitioners, closer to policymaking by listening to their voices, a process of co-design has been implemented across this work where appropriate. Work is now underway, spanning a number of key themes.

1.3 To date key activities have followed a model where current curriculum challenges are firstly explored with the system, clearly defined by the system, and exemplified across the system with the intention of empowering and enabling the system. A set of tools and approaches have been developed as part of the process that can be adapted meet local and community needs. Early evidence suggests that this is having impact.

1.4 CAB members were invited to offer feedback and raised the following points:
- On how each stakeholder was identified to participate in the process, Ollie Bray explained that they were pinpointed via engaging people through different groups and experimenting with different ways to do that.

- There were queries about progress on identifying options, in order that impacted stakeholders know what changes to expect. Ollie Bray noted the impact of the forthcoming reports relating to education reform, and the importance of ensuring that these can help inform options.
- The importance of focusing on quick wins was noted, as while medium- and long-term implementation is important, ensuring the short-term implementation of the action plan was vital.
- Lastly, it was stated that it was important to sense check ideas and to be forward thinking with regard to the action plan.

1.5 Action
- Ollie Bray agreed to provide a standing update on OECD Recommendations 1.1 – 1.4 as described in the current OECD implementation plan to CAB meetings going forward.

2.   Developing a systematic approach to curriculum review

2.1 Emma Sinclair (Unit Head, Senior Phase and OECD Curriculum Reform) delivered a paper outlining a project that is currently being carried out in-tandem between Education Scotland and the Scottish Government to explore options in response to recommendation 3.4 of the 2021 OECD report, *Scotland's Curriculum for Excellence: Into the Future*, to: "Develop a systematic approach to curriculum review. Scotland could consider establishing a curriculum review cycle with a planned timeframe and specific review agenda, led by the specialist stand-alone agency".

2.2 In her presentation, Emma Sinclair set out what problem needs to be solved in terms of an approach to curriculum review and what success would look like. Overall this was seen as being more 'standalone' from other papers relating to the reform of education in Scotland. She highlighted that co-designing the process is important, with a co-design group made up of practitioners from across all local authority areas, curriculum areas and settings having been established. One-to-one discussions with interested stakeholders have also been undertaken. From these conversations it is clear that there is widespread support for the OECD recommendation for there to be a curriculum review cycle, however how that looks is still to be determined.

2.3 CAB members were invited to provide feedback on the draft success criteria and provide initial advice and direction on what the key components of a good process of systematic curriculum review should look like in Scotland.

2.4 CAB members raised the following points:
- This work was widely welcomed and there was interest in how the work develops.
- Various members raised issues about the timing of a review, with concerns raised about the frequency due to lack of time and the toll it would take on the system.

- A clear definition and focus of what will be reviewed as part of the curriculum review will be necessary.
- Practitioners and learners should be placed at the heart of the review and involved at appropriate stages.
- It was suggested that the voice of employers should be a part of curriculum reviews.
- Equality should also be built into the review of the curriculum.
- A concern was raised about this sitting with the new education agency and the potential for the review to overburden them.
- Additionally, asking academics to complete the review is not always feasible as they are employed in the tertiary sector and may not be available to undertake such work.

2.5 Action
- The team working on the project will consider the feedback and a further paper will be brought to CAB at a later date to provide an update on the work's progress.

3.   School leaver attainment – core measure for improvement

3.1 Andrew White (Statistician, Scottish Government) delivered a verbal update on a proposal to expand the scope of Scottish Government National Statistics on school leaver attainment, with a view to address the following aims:
- alignment to government policies on broader attainment and a wide range of learner pathways
- alignment between outputs used at a national level and products used at school/LA level
- continued provision of a consistent time series based on the 'narrower' NQ-only attainment.

3.2 Summarising this work, Andrew White highlighted that there are methodological differences between the statistics so this work will bring about alignment so that national and local bodies would both use the same core measure for improvement to ensure there is consistency. Initially the existing Insight 'All SCQF awards' measure would be used with any changes resulting from the planned Insight consultation subsequently being adopted in the National Statistics publication. There has been broad feedback so far, which shows support for this change but also for continued provision of measurements on national qualifications. It was proposed that alignment with the existing Insight measure will be adopted fairly swiftly to align with the requirements of users.

3.3 CAB members were invited to offer feedback and raised the following points:
- The direction of travel with this work was welcomed.
- Some members were unsure about continuing to report on a National Qualifications only measure, feeling that reporting on qualifications from a range of different qualifications bodies will be beneficial and more inclusive. An example of this would be reporting on completion of apprenticeships.

- It was suggested that looking at the measurement of the poverty related attainment gap would be helpful.
- It was also noted that the number of measurements should be more streamlined and the ask of schools should be made more clear with parental involvement where necessary.

3.4 Action
- Andrew White will circulate a written paper to CAB members after the meeting. This was shared with the CAB membership on Friday 24 March. Members are invited to share any comments on the proposal for a core measure for improvement, which can be sent to school.stats@gov.scot.

4.   Choice, Attainment and Positive Destinations: Exploring the impact of curriculum policy change on young people

4.1 Prof Mark Priestley (Professor of Education, University of Stirling) delivered a presentation of a report he co-authored following research funded by the Nuffield Foundation.

4.2 Prof Priestley noted that the evidence produced by this project will inform curriculum policies and practices, as well as deepen understanding of how curriculum-making relates to educational attainment, early transitions of young people and other outcomes.

4.3 After explaining what the aims of the study were, the methodology used, and how the data was generated, Prof Priestley set out an overview of the findings of the report which can be found via this link: https://bit.ly/3ZJCb1a.

4.4 CAB members were invited to offer feedback and raised the following points:
- It was suggested by some that the report focused too much on qualifications, rather than courses taught, while others thought that it pinpointed the current issues with the curriculum.
- Setting aside time for teachers for curriculum planning was important, but would come at a substantial budgetary cost – which is a political decision.
- Capacity in the teaching system needed to be built to enable teachers to contribute more effectively. Networks of teachers being established and using a national supply network of teachers were both discussed.
- There was a significant difference between causation and correlation in the data.

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