Gathering views on probationer teachers' readiness to teach

Scottish Government
Riaghaltas na h-Alba
gov.scot

Table of Contents

List of tables

Executive Summary

The National Improvement Framework (2016) states the central principle of education in Scotland to "create a more successful country with opportunities for all of Scotland to flourish, through increasing sustainable economic growth". This is premised on meeting the needs and aspirations of children, families and communities, enabling all to fulfil their potential, closing the poverty-related attainment gap, striving for excellence in our education system and increasing sustainable economic growth.

The broad aim of the project is to explore the views and perceptions of probationer teachers, probationer supporters and local authority probation managers on the impact of Initial Teacher Education on the preparedness of probation teachers to:

- effectively and confidently deliver literacy and numeracy
- effectively and confidently contribute to HWB
- support equality
- use data literacy to inform professional judgement.

Key findings

Probationer teachers expressed the view that that they were highly confident in their readiness to teach in all area of the curriculum. Probation managers and probationer supporters also thought probationer teachers display confidence in their readiness to teach.

Knowledge Gaps
Probationer teachers indicated that they are very confident in their readiness to teach in most areas. However, they expressed some concerns regarding knowledge gaps in key areas, particularly in the teaching of phonics and reading, and some mathematical concepts.

Differentiation
The expectations of the experiences and outcomes (Es & Os) are generally understood by probationer teachers but it was reported that they lack the experience to provide appropriately differentiated learning activities to meet the needs of all learners. In general, the range of preparedness in differentiation was attributed to probationers' own experiences and background.

Developing resources
For all areas considered in this report, the level of confidence in developing resources of probationer teacher is less than their confidence level in their knowledge or ability to teach in all key areas. It was suggested by all groups that the level of confidence in preparing resources was dependent upon the individual probationer teachers' previous experiences.

Data literacy
Based on the data, probationer teachers are least confident in data literacy in comparison to other areas reported on in this study. It is not clear the cause of this

lack of confidence and may be due in part to a lack of understanding of what constitutes data literacy or if this is addressed in sufficient depth during ITE.

Theory to practice
Comments from the probationer supporters and probationer managers suggest that partnership working between local authorities and ITE providers can be further improved. Probationer managers indicated that they would like a better understanding of ITE programmes to enable them to better support probationer teachers' professional learning by helping them put the theories of learning explored during ITE into practice in a new context during the TIS. This could also support local authorities to offer personalisation and choice of professional learning and target their support capacity to maximise positive impact on the probationer teachers learning journey.

Elective Programmes of study
All ITE programmes offer elective programmes of study to provide personalisation and choice for student teachers. Students choosing these electives generally feel well prepared to tech in the elective area. However, many did not feel fully prepared to teach core areas of literacy, numeracy and HWB, given the lesser amount of time spent in these areas.

Pace of learning
All groups reported that a lack of time/priority, lack of opportunity and lack of support are barriers to the further development of skills in literacy, numeracy, HWB, equality and their ability as student teachers to generate and analyse data to support the progress of students.

There appears to be a disconnect between the responses from probationer teachers throughout this study. Although the probationer teachers indicated that they were confident in most areas, when offered further support, the majority indicated that they would embrace the opportunity for further learning.

Areas for further consideration

Based on the evidence, it is suggested that the following may be worthy of further consideration:
- Review the memorandum of entry qualifications of ITE programmes to ensure high quality candidates with the essential knowledge, abilities and disposition are selected into ITE programmes.
- Review ITE provision
  - To explore the support needs identified in putting theory into practice in the classroom in ways that support all children and young people effectively
  - To include more practical examples in delivering aspects of the curriculum
  - To further understand the views of probationers and probationer supporters on the perceived lack of balance and emphasis during ITE across key areas such as health and wellbeing and equality.
  - To consider which aspects of elective programmes of study may be most useful in becoming part of mainstream programmes

- o To consider the skills progression of probationer teachers, in particular related to developing resources to support the learning needs of all young people.
- Review the support for coaching and mentoring for probationer teachers and probationer supporters during the TIS placement
- Review the early career phase of a teacher's journey to bring cohesion to the expectations of and support for early career teachers.
- Further research into the differing perceptions about the probationer teachers readiness to teach

Introduction

The National Improvement Framework (2016) states the central principle of education in Scotland to "create a more successful country with opportunities for all of Scotland to flourish, through increasing sustainable economic growth". This is premised on meeting the needs and aspirations of children, families and communities, enabling all to fulfil their potential, closing the poverty-related attainment gap, striving for excellence in our education system and increasing sustainable economic growth.

This aspiration for Scottish education builds on and references the recommendations of Teaching Scotland's Future (2010) with its ambition to continue to invest in a highly professional and skilled workforce to support children's progress and attainment.

The current key priorities for the National Improvement Framework are:
- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

The key drivers of improvement are:
- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information.
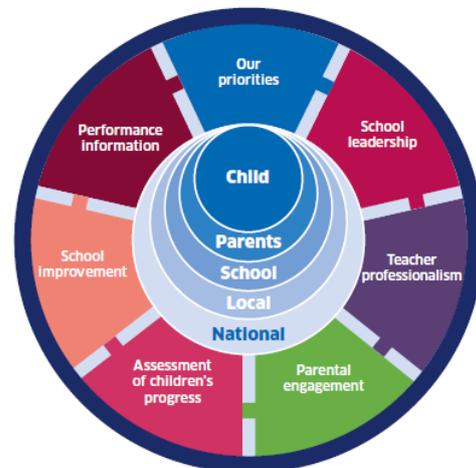
Source: National Improvement Framework 2016

These six key drivers provide a focus and structure for gathering key evidence to inform the improvement agenda within the education system. Each key driver is equally important and all are interconnected to support continuous improvement.

Background

Policy

Policy reform of Initial Teacher Education (ITE) was premised on the recommendation from the report Teaching Scotland's Future (Scottish Government, 2010). These reforms to the content and delivery of ITE programmes focus on developing newly qualified teachers who are ready to deliver high quality teaching and learning experiences for all pupils and are personally committed to being life-long learners.

The National Improvement Framework's, Teacher Professionalism driver, outlines the data gathering required to be undertaken to provide insights into ITE programmes. The Content Analysis published in May 2017, reported on data provided by the University ITE providers as to the number of hours dedicated to each key area. The Content Analysis alongside this report provide evidence to understand how student teachers are being prepared to teach literacy and numeracy, support children's health and wellbeing, use data to inform progress and teacher judgment, and ensure equality across the education system.

This was defined in the Action Plan as deliverable 1.

Deliverable 1
        Publish information on the range of literacy, numeracy, health and wellbeing, data literacy and social justice coverage in initial teacher education programmes.

This evidence provided by the Content Analysis report is supported through this report which addresses deliverable 2.

Deliverable 2
        Publish data on the views of newly qualified teachers, schools and local authorities on how well prepared newly qualified teachers are to teach literacy and numeracy, support children's health and wellbeing, use data effectively to enhance learning and teaching, and ensure equality.

Through these two deliverables, data from ITE providers and perceptions of ITE from the probationer teachers, probationer supporters and local authority probation managers Scottish Government and their stakeholders will develop a fuller understanding of the quality of the learning experiences of graduate teachers and their readiness to support all children and young people.

Teacher Induction Scheme

The Teacher Induction Scheme (TIS) provides a guaranteed one-year placement in a local authority to every eligible student graduating with a teaching qualification from one of Scotland's ITE providers. GTC Scotland, in partnership with the Scottish Government, is responsible for the administration of the scheme. The TIS is not compulsory; graduating student teachers can also choose the Flexible Route to full registration. Successful completion of the TIS allows probationer teachers to be considered for full registration within one school year (190 teaching days) compared

with the flexible route where student teachers find their own placement(s) and are considered eligible for full registration after either 190 days (full teaching days) of continuous service in one establishment or 270 full teaching days across a number of establishments.

Most (approximately 90%) graduating student teachers opt for the TIS. The benefits of this scheme include the following:

- a maximum class contact time of 0.8 full time equivalent (GTC Scotland endorsed)
- dedicated time set aside for professional learning
- access to a teacher for support throughout the induction year.

To become a fully registered teacher in Scotland, student teachers are required to meet the Standard for Full Registration (SFR). The SFR sets out the professional values, knowledge and skills expected of a probationer teacher during their induction year and provides a professional standard against which decisions can be made on the granting of full registration. Probationer teachers are supported to achieve this through working collaboratively with their supporter, with whom they meet regularly. Their supporter also undertakes observations and contributes to the probationer teacher's interim and final profile.

Probationer teachers are required to go through an intense period of professional learning during their TIS placement which often includes:

- core experiences organised by the local authority
- individual professional learning needs identified during ITE
- practitioner enquiry
- leading staff development for others
- developing school policies and reports
- visiting other schools or establishments
- working with pupils outwith normal contact time.

Aims and Objectives

The broad aim of this report is to explore the views and perceptions of probationer teachers, probationer supporters and local authority probation managers on the impact of ITE on the preparedness of probation teachers to:

- effectively and confidently deliver literacy and numeracy
- effectively and confidently contribute to HWB
- support all aspects of equality
- use data literacy to inform professional judgement.

The specific objectives are set out below:

- Assess the confidence level of probationer teachers in;
  o delivering literacy and numeracy outcomes
  o effectively supporting HWB
  o addressing equality issues in education
  o using a variety of data to inform their professional judgment of pupil progress.

- Understand the views of probationer teachers, probationer supporters and local authority probation managers on probationer teachers' preparedness in;
  o delivering literacy and numeracy outcomes
  o effectively supporting HWB
  o addressing equality issues in education
  o using a variety of data to inform their professional judgment of pupil progress.

Scope of the data collection

In the Evaluation of the Impact of the Implementation of Teacher Scotland's Future (2016), data was gathered on the perceptions of how prepared newly qualified teacher felt they were to deliver the curriculum. In it, probationer teachers were asked a number of questions about their ITE experience and readiness to teach. The overall response from newly qualified teachers was that they felt their ITE experience was both useful and effective in preparing them for their first teaching post. This report will build on that survey and consider the views and comments of probationer teachers, probationer supporters and probationer managers on those key areas that are *responsibility of all* teachers. The pertinent questions from the Evaluation of the Impact of Teacher Scotland's Future (2016) can be found in Appendix 1.

The report

This report has been created using data collected from probationer teachers via an on-line survey and probationer supporters and probationer managers via semi-structured focus groups. It presents a narrative of the perception of probationer teachers, probationer supporters and probation managers.

The themes from the semi-structured interviews with probationer supporters and probation managers are reported, together with findings from the questionnaires, to create a data set of perceptions from the three respondent groups. This collation of data from both qualitative and quantitative research methods lends itself to 'thick description' (Geertz, 1973) as it narrates the richness of the conversations and supplements this with evidence from the quantitative data.
A full set of data tables from the on-line questionnaire can be found in Appendix 2.

Methodology

A mixed method approach was used to gathering views. This approach was adopted to develop an in-depth understanding of the views of probationer teachers, probationer supporters and local authority probation managers, and to explore differing perspectives. The data was collected using both an on-line self-administered questionnaire and semi-structured focus groups with a mapping framework. Table 1, shows the method used with each group.

Table 1 Method used with each group

Group	Methodology used
Probationer teachers (cohort from session 2015-16)	on-line self-administered questionnaire
Probationer supporters	semi-structured focus group with a mapping framework
Local Authority probation managers	semi-structured focus group with a mapping framework

Generating data from three sources enabled a triangulation of the evidence to give a holistic understanding of the perceptions of probationer teachers, probationer supporter and probationer managers on probationer teachers' readiness to teach.

Probationer teachers

The electronic questionnaire was created and supported by the commercial product Survey Monkey. The questions were generated with support from colleagues at Strathclyde University.

A link to the on-line survey was sent to all probationer teachers who had completed the TIS in session 2015-16. This was followed up with a reminder email one week later. A second email was sent to those in the probationer teacher cohort who had accessed the link and again followed up one week later with a further reminder email.

Participants answered a balance of closed and open questions, with a mix of mandatory and non-mandatory questions. These took the form of:
- specifying their level of agreement or selecting a response from a set of statements;
- selecting appropriate criteria/categories from a specified data-set
- giving open ended responses
- commenting after each section.

The probationer teacher survey was structured around the following key areas:
- A section to determine the respondent population and essential demographic information
- A section for each of the following topics
  - Literacy
  - Numeracy

- o HWB
- o Equality
- o Data literacy.

In addition, the survey included a series of questions about the needs of probationer teachers post induction (post-TIS). The probationer teachers were asked to rate how challenged and supported they felt in their post-TIS position. They also rated their views on their need for further support in the areas of

- o Literacy
- o Numeracy
- o HWB
- o Equality
- o Data literacy.

Probationer supporters

Each probationer teacher following the TIS route has an identified probationer supporter. This is usually a teacher in the same school but some local authorities have supporters at a local authority level who work with a number of probationer teachers who undertake observations and contribute to the probationer teachers' interim and final profiles.

Semi-structured focus groups were held with mixed groups of probation supporters in May 2017. The questions for discussion were established from the content of the online questionnaire with starter prompts to support the discussion.

Each focus group was auditory recorded. This was followed by a verbatim transcription and thematic analysis which was used to extract the main key views/opinions and interesting points.

Local authority probation managers

Probationer managers are responsible for the TIS placement experience for all of the probationers across their local authority and are the link person between the local authority and GTC Scotland. Their role includes overseeing each probationer teacher's professional learning programme and providing support to the authority probationer supporters.

Focus groups were conducted during the GTCS Probationer manager seminars held on November 2 and December 8 2016. Again, the questions for discussion were established from the content of the online questionnaire with starter prompts to support the discussion.

A full time line of the data gathering for this report can be found in Appendix 4

Response Rate
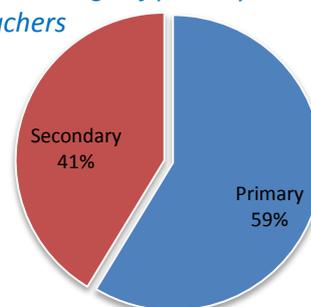
Probationer teachers

All probationer teachers (2,386) who completed the TIS in 2015-16 were included in the survey. 237 completed the online questionnaire, a response rate of 9.9%.

The number of primary and secondary probationer teachers from session 2015-16 who completed the on-line questionnaire was:

- primary 139 (59%)
- secondary 98 (41%).

Graph 1 – the percentage of primary and secondary probationer teachers

Probationer teachers were asked to select the university they attended for ITE to give an overview of the geographical distribution of probationer teachers, table 2. The relative percentage of probationer teachers broadly corresponds to the overall percentage of student teachers graduating from each ITE provider.

Table 2- University attended for Initial Teacher Education

University attended	Response Percentage
University of Aberdeen	13.8%
University of Dundee	8.3%
University of Edinburgh	14.2%
University of Glasgow	20.8%
University of Stirling	2.9%
University of Strathclyde	27.5%
University of the Highlands and Islands	1.7%
University of the West of Scotland	10.8%

The geographical distribution of probationer teachers in local authorities for the TIS placement for the probationer teacher cohort session 2015-16 was also collected. The detailed breakdown by local authority can be found in Appendix 2, data table 24.

Survey participants were requested to supply some brief details about their gender, age and registration category. Table 3, shows those demographics for the probationer teachers from session 2015-16.

Table 3 Probationer teachers by gender and age range

Gender	Sector	Total number	Age profile			
			21-30	31-40	41-50	51-60
Female	Primary	121	77	23	18	3
	Secondary	60	49	6	5	0
Male	Primary	18	8	8	2	0
	Secondary	36	28	6	2	0
Prefer not to say	Primary	0	0	0	0	0
	Secondary	2	1	1	0	0
	total	237	163	44	27	3

Data relating to disability and protected characteristics was also gathered to help identify or gain insights into any possible issues that may arise for individuals.

A number of respondents (n=6) declared themselves to have a disability.

Of the 10 who declared protected characteristics, these were reported as follows:
- Disability (1)
- Prefer not to say (4)
- Other (5).

Probationer supporters

A total of four semi-structured interviews were conducted with a total of 24 probationer supporters. The semi-structured interviews involved probationer supporters from the following local authorities.
- Aberdeen City Council
- Aberdeenshire Council
- Clackmannanshire/Stirling Council
- Falkirk Council
- West Dunbartonshire Council.

Local authority probation managers

In the eight focus groups, 28 local authorities were represented from the 32 local authorities across Scotland, giving a response rate of 87.5%.

Data analysis

Literacy

The current priorities for the National Improvement Framework include improvement in attainment in literacy. Being literate is a life skill that supports personal, social and economic growth. Developing and using language allows children to develop and express their emotions, thinking, learning and sense of personal identity. Literacy is fundamental to all areas of learning and it is the *responsibility of all* teachers to support the development of literacy skills for all children and young people.

Probationer teachers were asked to rate their knowledge of literacy (table 4), and their level of confidence in their ability to teach and develop resources for literacy outcomes.

Table 4 – Response of probationer teachers with regard to their knowledge, their ability to teach and develop resources for literacy

Statement	% of respondents									
	Strongly agree		Agree		Neither agree or disagree		Disagree		Strongly disagree	
I am confident in my **knowledge** of literacy	20	56.3	65.9	37.5	5.9	2.1	7.4	4.2	0.7	0
I am confident in my **ability to teach** literacy	11.8	50	68.9	44.8	9.6	1	8.1	4.2	1.5	0
I am confident in **developing resources** to support pupil outcomes for literacy	9.6	38.5	62.2	46.9	9.6	5.2	16.3	8.3	2.2	1

☐ Primary probationer teachers

☐ Secondary probationer teachers

From table 4, it can be seen that
- 85.9% of primary probationer teachers and 93.8% of secondary probationer teachers *strongly agree/agree* that they are confident in their **knowledge** of literacy
- 80.7% of primary probationer teachers and 94.8% or secondary probationer teachers *strongly agree/agree* that they are confident in the **ability to teach** literacy in their subject
- 71.8% of primary probationer teachers and 85.4% or secondary probationer teachers *strongly agree/agree* that they are confident in the ability to **develop resources** to support pupil outcomes for literacy

Probationer teachers were offered an opportunity to comment futher on their preparedness for teaching literacy. *On the quality of their ITE experience, one probationer teacher commented that* *"the optional module on Literacy across learning was a wonderful introduction to seriously considering literacy within RMPS".* *In contrast, others commented that they did not have such a good experience and* found ITE too theoretical, expressing a preference for more practical experiences in teaching literacy.

Teaching reading was highlighted by a number of probationer teachers as an area in which they were less confident, for example:*"As it is one of the main areas of the curriculum, I feel more focus should be given to this. Especially in the teaching of reading. I received very little training or education on early literacy and the mechanics of learning to read."*

In discussing the readiness of probationer teachers to teach literacy outcomes, probationer supporters had mixed views. In general, they felt that as probationer teachers they were confident about the expectations of the Experiences and Outcomes (Es & Os) for literacy. They suggested that probationer teachers had a tendency to deliver Es &Os as whole class lessons rather than creating differentiated resources to meet the needs of all learners. They felt that this could be due to a lack of confidence and competence in the ability of probationer teachers to differentiate literacy outcomes to meet the individual needs of the children and young people. All focus groups commented that differentiation was a cause for concern, illustrated by a comment from one probationer supporters who said *"their understanding of differentiation is really limited".*

The ability to teach reading and phonics was also highlighted as an area of concern. Probationer supporters felt that the probationer teachers lacked the knowledge and skills to be able to support children's reading development effectively.

In secondary schools, the probationer supporters commented that they felt that although probationer teachers understand their commitment to including literacy as a responsibility for all, that secondary probationers were not confident. They noted that probationer teachers were adding literacy outcomes into their lesson plans but were treating them more as *"a toe dip into the water"* rather than an integral part of the learning process.

Local authority probationer managers held mixed views about the confidence of probationer teachers to deliver literacy outcomes. Some managers reported that, *'we're finding a lack of confidence'* while others commented that they saw probationers as, *'very resourceful and reflective'*. They noted issues in the level of preparedness to teach reading and phonics.

Numeracy

The current priorities for the National Improvement Framework include improvement in attainment in numeracy. Numeracy is not only a subset of mathematics; it is also a life skill which permeates and supports all areas of learning, allowing young people access to the wider curriculum. Being numerate helps children and young people to

function responsibly in everyday life and also contribute effectively to society. Being numerate increases young people's opportunities within the world of work and forms foundations which can be built upon through lifelong learning. Like literacy, numeracy is the *responsibility of all* teachers.

Probationer teachers were asked to rate their knowledge of numeracy, (table 5), and their level of confidence in their ability to teach and develop resources for numeracy outcomes.

Table 5 – Response of probationer teachers with regard to their knowledge, their ability to teach and develop resources for numeracy

Statement	% of respondents									
	Strongly agree		Agree		Neither agree or disagree		Disagree		Strongly disagree	
I am confident in my **knowledge** of numeracy	25.8	32.3	58.6	46.2	7.8	16.1	7.0	3.2	0.7	2.2
I am confident in my **ability to teach** numeracy	17.2	33.3	60.1	44.1	10.2	12.9	9.4	7.5	3.1	2.2
I am confident in **developing resources** to support pupil outcomes for numeracy	18.8	22.6	52.3	43.0	15.6	20.4	12.5	10.8	0.8	3.2

Primary probationer teachers

Secondary probationer teachers

From table 5, it can be seen that

- 84.4% of primary probationer teachers and 78.5% of secondary probationer teachers *strongly agree/agree* that they are confident in their **knowledge** of numeracy
- 77.3% of primary probationer teachers and 77.4% or secondary probationer teachers *strongly agree/agree* that they are confident in the **ability to teach** numeracy
- 71.1% of primary probationer teachers and 65.6% or secondary probationer teachers *strongly agree/agree* that they are confident in the ability to **develop resources** to support pupil outcomes for numeracy

Probationer teachers were offered an opportunity to comment futher on their preparedness for teaching numeracy. In interpreting these comments, some probationer teachers commented very positively about the inputs during ITE and felt these had had a significant impact on their ability to teach numeracy outcomes.

> *"Lectures were consistently of a high quality and the tutorials were engaging, focused and practical. This was one area of the course [the university] excelled at"*

In contrast, a few probationer teachers did not feel they had the same 'quality of experience', as other colleagues. One commented;

> *"During PGDE, no examples of lessons or how to teach maths, for example teaching mental or written mathematical strategies was taught"*

Other probationer teachers felt that they were also *'learning on the job'* and were finding it difficult to cater for all learning needs within their classroom. This was reflected in the comment from one probationer teacher who said:

"Don't feel at all confident in my teaching of mathematics. Struggling to teach to different differentiated groups and find time for all pupils. Finding it difficult to find the balance between active tasks and textbook."

From the focus group discussions, probationer supporters felt more positive about probationer teachers' ability to teach numeracy compared with literacy, although it was emphasised that it did depend on the prior personal experience of numeracy and mathematics of each probationer teacher. The shared perception across the focus groups was that there are more resources available to support pupils' learning in numeracy than for literacy.

The focus groups commented that active learning and differentiation are more evident in probationer teachers' practice in numeracy compared with the teaching of literacy.

Some local authority probationer managers felt that some probationer teachers are "*very confident and very able and very tuned in*". Conversely, some commented there was a lack of confidence in probationer teachers in their ability to deliver numeracy outcomes. They emphasised that their confidence level was generally dependent on the previous experiences of the individual probationer teacher. One probation manager said that they felt probationer teachers were "*in general, not confident*". It was suggested that this lack of confidence was possibly due to an issue with probationer teachers' own conceptual understanding of maths. Another probationer manager suggested that for some "*their own conceptual understanding of maths would hold them back".*

Health and Wellbeing (HWB)

Health and wellbeing is a responsibility for all. Good health and wellbeing are fundamental to effective learning. Children and young people need to be supported to develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to make informed decisions, experience positive aspects of healthy living and make a successful transitions into adult life.

Probationer teachers were asked to rate their knowledge of HWB, (table 6) and their confidence in their ability to teach and develop resources for HWB outcomes.

Table 6 – Response of probationer teachers with regard to their knowledge, their ability to teach and develop resources for health and wellbeing

Statement	% of respondents									
	Strongly agree		Agree		Neither agree or disagree		Disagree		Strongly disagree	
I am confident in my **knowledge** of health and wellbeing	19.7	37.8	58.3	55.6	18.1	4.4	3.2	1.1	0.8	1.1
I am confident in my **ability to teach** health and wellbeing	15.0	38.9	59.1	46.7	19.7	8.9	4.7	3.3	1.6	2.2
I am confident in **developing resources** to support pupil outcomes for health and wellbeing	12.6	36.7	47.2	37.8	28.4	15.6	10.2	8.9	1.6	1.1

◻ Primary probationer teachers

◻ Secondary probationer teachers

From table 6, it can be seen that
- 78.0% of primary probationer teachers and 93.4% of secondary probationer teachers *strongly agree/agree* that they are confident in their **knowledge** of health and well-being
- 74.1% of primary probationer teachers and 85.6% or secondary probationer teachers *strongly agree/agree* that they are confident in the **ability to teach** health and well-being
- 59.8% of primary probationer teachers and 74.5% or secondary probationer teachers *strongly agree/agree* that they are confident in the ability to **develop resources** to support pupil outcomes for health and well-being

Probationer teachers were offered an opportunity to comment futher on their preparedness for contributing to HWB. From the comments, there were varying experiences of HWB in ITE from good experiences such as:

> *"A lot of awareness raised on teaching H&W [HWB], CPD offered and good sessions during PGDE on how to deal with these issues in and out of the classroom. Feel very confident in this"*

to a more limited experience;

> *"The focus on HWB training has very much been on physical health and PE, with limited input on aspects such as emotional and social wellbeing, sexual health and relationships."*

It was also suggested by some that the experience during ITE was too theoretical and some probationer teachers would like more opportunity to observe practical examples.

> *"The session on HWB was heavily based around the theory. A follow up practical session on key areas to teach in class would have been beneficial."*

Probationer supporters held a range of opinions about probationer teacher's engagement with HWB, from those who fully embrace HWB to those who are very unsure how to approach HWB to support pupils' learning. One probationer supporter said, of their probationer teacher, that she had *"gone out of her way to try and take opportunities to, to become more aware".* In comparison another probationer supporter quoted her probationer teachers who had said *"I don't even know where to start"*.

Probationer supporters suggested that probationer teachers were better prepared to teach and contribute to some aspects of HWB, e.g. healthy eating, but required more support with pedagogies to contribute effectively to other aspects such as mental health. Comments from the probationer supporters suggested that there were some concerns around the importance placed on health and wellbeing during ITE. Some probationer supporters reported that their probationer teachers commented that HWB was *"kind of an aside"* during their ITE experience and was only really fully considered as part of an elective programme of study.

In the area of HWB, local authority probation managers commented that probationer teachers were largely confident in this *responsibility for all*, but this very much depended on the individual, their background and experiences. When expressing views about HWB in ITE, probationer managers felt that, compared with literacy and numeracy, health and wellbeing was not given as much prominence in ITE programmes.

Based on evidence from all of the data, all respondent groups spoke positively about the support for HWB through partnership working within and outwith the learning community. This was particularly the case with HWB content and some pedagogical approaches which helped probationer teachers to support the learning of all children and young people in this key area.

Equality

Educational equity is a measure of achievement, fairness, and opportunity in education. It is based on the two main elements of fairness and inclusion. These are closely related and are dependent on each other.

Across the Scottish education system the following key documents contribute to or legislate for a fair and equitable education for all.

The Standard for Full Registration the benchmark standard that all teachers are required to achieve prior to being fully registered by the General Teaching Council for Scotland, states that all teachers should;

> "Have an understanding of current, relevant legislation and guidance such the Standards in Scotland's Schools etc. Act (2000), Education (Additional Support for Learning) (Scotland) Act 2004, the Equality Act 2010 and GIRFEC."

The **Education (Additional Support for Learning) (Scotland) Act 2004** states that Additional Support Needs;

> "Refers to any child or young person who, for whatever reason, requires additional support for learning. Additional support needs can arise from any factor which causes a
> barrier to learning, whether that factor relates to social, emotional, cognitive, linguistic,
> disability, or family and care circumstances"

The **Equality Act (Scotland) 2010** defines equality as everyone being treated fairly, regardless of their age, disability, gender, gender identity/reassignment, race, religion or sexual orientation.

Getting it Right for Every Child (GIRFEC) is the Scottish Government's drive to improve outcomes for all children. The aim is that all children in Scotland are given every opportunity to develop to their full potential to become confident, responsible, and productive members of society.

The GIRFEC agenda underpins the four capacities within a Curriculum for Excellence. The four capacities aim to enable every child to become a:
- successful learner
- confident individual
- responsible citizen
- effective contributor.

This is summarised in the wellbeing wheel.

Source: http://www.gov.scot/Resource/0043/00438640.jpg
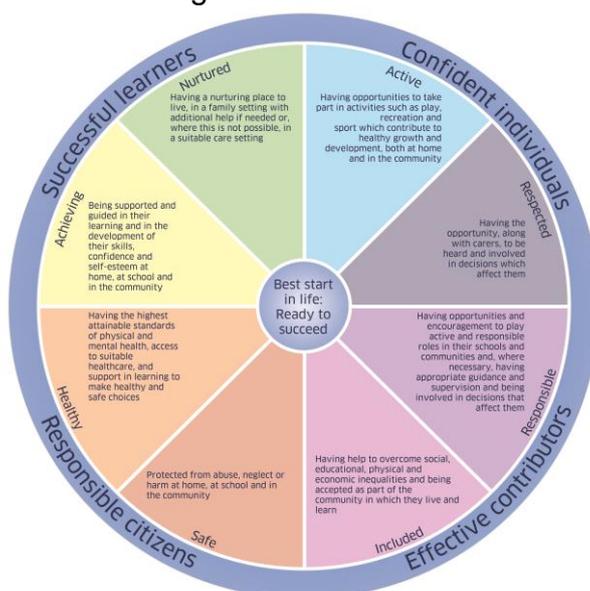
With reference to the aforementioned documents, equality has been narrowed down to four reportable categories, which are:
- additional support needs
- race
- gender
- sexual orientation.

Probationer teachers

Probationer teachers were asked to rate their knowledge of equality (Table 7), and their confidence in their ability to effectively support equality and their ability to develop resources to support pupils explore equality with respect to ASN, race, gender and sexual orientation.

Table 7 – Response of probationer teachers with regard to their knowledge of equality to support pupils explore equality with respect to ASN, race, gender and sexual orientation.

Statement	% of respondents									
	Strongly agree		Agree		Neither agree or disagree		Disagree		Strongly disagree	
I am confident in my knowledge of the equality agenda in respect to **additional support needs**	26.8	35.7	56.1	51.2	13.0	8.3	3.3	2.4	0.8	2.4
I am confident in my knowledge of the equality agenda in respect to **race**	32.5	40.5	46.3	42.9	15.5	13.1	4.9	2.4	0.8	1.2
I am confident in my knowledge of the equality agenda in respect to **gender**	29.3	42.9	49.6	41.7	14.6	10.7	5.7	2.4	0.8	2.4
I am confident in my knowledge of the equality agenda in respect to **sexual orientation**	24.4	42.9	50.4	44.1	14.6	7.1	9.8	2.4	0.8	3.6

☐   Primary probationer teachers

☐   Secondary probationer teachers

From table 7, it can be seen that

- 82.9% of primary probationer teachers and 86.9% of secondary probationer teachers *strongly agree/agree* that they are confident in their knowledge of **additional support needs**
- 78.8% of primary probationer teachers and 83.4% of secondary probationer teachers *strongly agree/agree* that they are confident in their knowledge of **race**
- 78.9% of primary probationer teachers and 84.6% of secondary probationer teachers *strongly agree/agree* that they are confident in their knowledge of **gender**
- 74.8% of primary probationer teachers and 87.0% of secondary probationer teachers *strongly agree/agree* that they are confident in their knowledge of **sexual orientation**

Table 8 – Response of probationer teachers with regard to their confidence in their ability to effectively support equality with respect to ASN, race, gender and sexual orientation.

Statement	% of respondents									
	Strongly agree		Agree		Neither agree or disagree		Disagree		Strongly disagree	
I am confident in my ability to effectively support the equality agenda with respect to **additional support needs**	18.7	32.1	52.0	48.8	19.5	9.5	8.1	4.8	1.6	4.8
I am confident in my ability to effectively support the equality agenda with respect to **race**	18.7	41.7	56.1	35.7	18.7	17.9	5.7	2.4	0.8	2.4
I am confident in my ability to effectively support the equality agenda with respect to **gender**	21.1	42.9	53.7	38.1	17.1	14.3	7.3	3.4	0.8	2.4
I am confident in my ability to effectively support the equality agenda with respect to **sexual orientation**	17.9	42.9	49.6	39.3	21.1	11.9	9.8	2.4	1.6	3.6

☐   Primary probationer teachers

☐   Secondary probationer teachers

From table 8, it can be seen that
- 70.7% of primary probationer teachers and 80.9% of secondary probationer teachers *strongly agree/agree* that they are confident in their ability to support **additional support needs**

- 74.8% of primary probationer teachers and 77.4% of secondary probationer teachers *strongly agree/agree* that they are confident in their ability to support **race**
- 74.8% of primary probationer teachers and 81.0% of secondary probationer teachers *strongly agree/agree* that they are confident in their ability to support **gender**
- 67.5% of primary probationer teachers and 82.2% of secondary probationer teachers *strongly agree/agree* that they are confident in their ability to support **sexual orientation**

Table 9 – Response of probationer teachers with regard to their confidence in their ability to develop resources to support pupils explore equality with respect to ASN, race, gender and sexual orientation.

Statement	% of respondents									
	Strongly agree		Agree		Neither agree or disagree		Disagree		Strongly disagree	
I am confident in developing resources to support pupils explore the equality agenda in respect to **additional support needs**	9.8	21.4	48.0	38.1	25.2	20.2	13.8	15.5	3.3	4.8
I am confident in developing resources to support pupils explore the equality agenda in respect to **race**	4.1	26.2	42.3	34.6	28.5	22.6	21.1	13.1	4.1	3.6
I am confident in developing resources to support pupils explore the equality agenda in respect to **gender**	5.7	32.1	42.3	31.0	28.5	22.6	20.3	10.7	3.25	3.6
I am confident in developing resources to support pupils to explore the equality agenda in respect to **sexual orientation**	4.9	29.7	32.5	34.5	36.6	17.9	21.1	13.0	4.9	4.8

☐   Primary probationer teachers

☐   Secondary probationer teachers

From table 9, it can be seen that

- 57.8% of primary probationer teachers and 59.5% of secondary probationer teachers *strongly agree/agree* that they are confident in developing resources for **additional support needs**
- 46.4% of primary probationer teachers and 60.8% or secondary probationer teachers *strongly agree/agree* that they are confident in developing resources for **race**
- 48.0% of primary probationer teachers and 63.1% or secondary probationer teachers *strongly agree/agree* that they are confident in developing resources for **gender**
- 37.4% of primary probationer teachers and 64.2% or secondary probationer teachers *strongly agree/agree* that they are confident in developing resources **for sexual orientation**

From the data, both primary and secondary probationer teachers indicated that they were confident in their knowledge and ability to effectively support children develop an understanding of equality but felt less confident in developing resources to support equality.

With regard to their preparedness for contributing to equality, a few teachers respondened that they felt unprepared to contribute to equality in their classroom,

> *"Good understanding of aspects of agenda but very little opportunity to observe good practice coupled with lack of support staff makes it in increasingly difficult in a mainstream class with a range of needs."*

Of those 29 probationer teachers who offered further comment, 11 mentioned ASN. Of these 11 probationer teachers one probationer teacher commented that there were "*numerous, valuable workshops and lectures offered*" to support probationer teachers to develop knowledge, understanding and skills in equality. In contrast another probationer teacher reported that the coverage of ASN during ITE "*was very rushed*". For other probationer teachers ASN was reported as the only aspect of equality that was covered. One probationer teacher commented,

> *"Support and training has been provided with regard to ASN. Although I am generally aware of the need and drive for equality in gender, race and sexual orientation I do not feel I have been made aware of how this should look in the classroom (other than through non-discrimination) and I am not aware of support in terms of delivering and resources this agenda."*

Probationer supporters reported that that probationer teachers were *"focus[ed] on getting to grips with the curriculum"* which caused them to be *"not as well prepared as we would like them to be"* in address equality.

The focus on equality during ITE was also commented upon by probationer supporters, with some feeling that the lack of preparedness of the probationer teachers was because *"there's not a big focus in teacher education in terms of like additional support needs and inclusion and how to work with children that have specific needs"*.

Another comment made about pedagogy in respect to equality, was that:

"They might be aware of the range of additional support needs that they'll face but not necessarily strategies and how to best meet those learners' needs. So I think practical strategies that they can actually employ in their teaching"

Probationer supporters felt that through the TIS placement, probationer teachers became more aware of the need to *"teach across all sorts of different needs of learners"* and some actively sought opportunities to engage in professional learning around inclusion by supporting individuals, working with small groups of pupils or creating differentiated resources. However, probationer supporters overall felt that equality, particularly inclusion, can leave the probationer teachers feeling *"daunted"* as *"they are just not clear on what that's going to look like".* It was discussed by focus groups that at the start of the TIS placement, for a large number of probationer teachers, the inclusion agenda was *"definitely an issue".* One probationer supporter stated that *"if you're not committed to include them all in your class so it doesn't matter how much training [the probationer teachers get]"* suggesting that the success of the probationer teacher is based significantly on the individual and their commitment to equality.

Local authority probationer managers felt that probationer teachers were confident in their ability to contribute to equality. There was some discussion around this confidence being misplaced. One example was cited by a probationer manager who commented *"the confidence was there and she had the ability to do it, but actually faced with it, the knowledge of what to do and her skills to put into place there, she was struggling".*

There was consensus across the focus groups that probationer teachers were more confident in some aspects e.g. adapting learning to minimise access issues for pupils with physical disabilities. It was also suggested that probationer teachers are also "*becoming increasingly aware of sexual orientation and gender*".

Data literacy

The current priorities for the National Improvement Framework include using data to build a sound understanding of the range of factors that contribute to a successful education system. Data literacy is a term used to describe how data can be used to ask questions around pupil needs, teachers' practice and school improvement. Being data literate means that teachers can use the rich data which is found in their classrooms and schools to support improvement in their own practice and to explore the best ways to meet the needs of their pupils.

Probationer teachers were asked to rate:
- their knowledge of data literacy
- their confidence in their skills to use data to track learners' progress (for example through assessment data, classroom activities and observations)
- how confident they are in their skills to analyse and interpret data
- their confidence in their skills to use data to make professional judgements about the effectiveness of their practice, (table 10)

Table 10 – Responses of probationer teachers with regard to data literacy

Statement	% of respondents									
	Strongly agree		Agree		Neither agree or disagree		Disagree		Strongly disagree	
I am confident in my **knowledge** of data literacy	13.1	24.4	46.7	50.0	18.0	19.2	18.9	6.4	3.3	0
I am confident in my skills to use data to **track learners' progress** (for example through assessment data, classroom activities and observations)	17.2	41.0	54.9	46.2	13.9	7.7	12.3	5.1	1.6	0
I am confident in my skills to **analyse and interpret** data	18.9	35.9	49.2	43.6	20.5	15.4	10.7	3.8	0.8	1.3
I am confident in my skills to use data to **make professional judgements** about the effectiveness of my practice	15.6	34.6	60.7	52.6	14.8	7.7	8.2	5.1	0.8	0

☐ Primary probationer teachers

☐ Secondary probationer teachers

From table 10, it can be seen that
- 59.8% of primary probationer teachers and 74.4% of secondary probationer teachers *strongly agree/agree* that they are confident in their **knowledge** of data literacy
- 72.1% of primary probationer teachers and 87.2% or secondary probationer teachers *strongly agree/agree* that they are confident in skills to use data to **track learners' progress** (for example through assessment data, classroom activities and observations)

- 68.1% of primary probationer teachers and 79.5% or secondary probationer teachers *strongly agree/agree* that they are confident in skills to **analyse and interpret** data
- 76.3% of primary probationer teachers and 87.2% or secondary probationer teachers *strongly agree/agree* that they are confident in skills to use data to **make professional judgements** about the effectiveness of my practice

Based on the evidence from the data with respect to data literacy, some probationer teachers have had very positive opportunities to engage in collaborative data analysis. One commented *"The most beneficial of cluster sessions were those in which actual examples of pupils' work were examined, assessed and discussed."* Another probationer teacher also agreed that *"tracking meetings and professional dialogue about assessments and teacher judgments were useful."*

In contrast, other probationer teachers experiences were not as positive with regard to supporting their level of understanding, opportunities to access support or professional learning on the use of data. One probationer teacher commented that:

"*data is used to make decisions about pupil progress particularly in the senior phase. This is something that I was exposed to in my probation year but I never had a huge opportunity to expand upon [this]*".

Other probationer teachers agreed with this view, as captured in the comment below:

"I still find interpreting data and using it effectively a challenge and look for reassurance when making my decisions. I don't remember being taught explicitly how to record or interpret data therefore I have learnt from my mentor and other staff as to how to manage this."

Probation supporters commented that probationer teachers *"have a limited knowledge"* about how to use data to inform professional judgement of pupils' progress. However, it was agreed by probationer supporters that during the TIS placement, most probationer teachers experience data literacy through in-school monitoring and tracking systems and becoming skilled at using these to inform pupil progress.

From the discussions of probationer supporters, some probationer teachers had a very positive experience during the TIS placement with respect to data literacy. This was often achieved by undertaking action research or enquiry, where they generate and interpret data to support their own practice.

In discussing the preparedness of probationer teachers to generate and use data to support professional judgment, local authority probation managers felt that probationer teachers "*come in at different levels of skill*" dependent on their previous experiences. All probationer teachers undertake enquiry during the TIS placement, and probation managers thought this was a good opportunity for probationer teachers to demonstrate their ability to manipulate and present data.

Summary

The data collected indicates that, the majority of probationer teachers feel that they are confident in their knowledge and ability to teach literacy, numeracy and contribute to HWB to support pupil outcomes. Equality appears to be more problematic than literacy, numeracy and HWB.

Table 11 - Summary of probationer teacher responses

		I am confident in my knowledge of (strongly agree/agree) (%)		I am confident in my ability to teach (strongly agree/agree) (%)		I am confident in developing resources to support pupil outcomes in (strongly agree/agree) (%)	
		Primary	Secondary	Primary	Secondary	Primary	Secondary
	Literacy	85.9	93.8	80.7	94.8	71.8	85.4
	Numeracy	84.4	78.5	77.3	77.4	71.1	65.6
	HWB	78.0	93.4	74.1	85.6	59.8	74.5
Equality	Additional support needs	82.9	86.9	70.7	80.9	57.8	59.5
	Race	78.8	83.4	74.8	77.4	46.4	60.8
	Gender	78.9	84.6	74.8	81.0	48.0	63.1
	Sexual orientation	74.8	87.0	67.5	82.2	37.4	64.3

For each of the key areas of literacy, numeracy, health and wellbeing and equality, the probationer teachers reported that they are least confident in developing resources to support learning, table 11.

Data literacy is the area in which probationer teachers are least confident, table 10.

Post-TIS

Probationer teachers were asked to indicate their perceived future support needs around teaching literacy, numeracy, contributing to health and wellbeing and equality, and with using data to make professional judgments.

Table 12 – Responses of probationer teachers with regard to perceived future support needs around teaching literacy, numeracy, contributing to health and wellbeing and equality, and with using data to make professional judgments.

Statement	% of respondents					
	Strongly agree/agree		Neither agree or disagree		Strongly disagree/disagree	
I would like more support with teaching literacy	59.2	41.0	28.3	35.9	12.5	23.1
I would like more support with teaching numeracy	64.2	48.7	23.3	30.8	15.0	20.5
I would like more support with contributing to the health and well-being agenda	66.7	59.0	21.7	23.1	11.7	17.9
I would like more support with the equalities agenda	67.5	57.7	24.2	28.2	8.3	14.1
I would like more support with using data to make professional judgements	66.7	50.0	22.5	32.1	10.8	17.9

☐   Primary probationer teachers

☐   Secondary probationer teachers

As can be seen from graph 12, post-TIS teachers felt they could benefit more from support in all areas. More than two thirds of primary probationer teachers indicated they would like more support in numeracy (64.2%), HWB (66.7%), equality (67.5%) and data literacy (66.7%). More than half of secondary probationer teachers indicated they would like more support in HWB (59.0%) and equality (57.7%).

Key findings

A thematic analysis of the data produced the following themes:
- **ITE programmes**
  - Theory into practice
  - Elective programmes
  - TIS placement
- **Probationer knowledge and pedagogy**
  - Knowledge Gaps
  - Differentiation
  - Developing resources
  - Data literacy
- **Pace of learning**

ITE programmes

Theory to practice

Some probationer teachers also felt that ITE is too theoretical making it difficult for them to bridge the theory into practice gap. Comments from the probationer supporters and probationer managers suggest that partnership working between local authorities and ITE providers can be further improved. Probationer managers indicated that they would like a better understanding of ITE programmes to enable them to better support probationer teachers' professional learning by helping them put the theories of learning explored during ITE into practice in a new context during the TIS. This could also support local authorities to offer personalisation and choice of professional learning and target their support capacity to maximise positive impact on the probationer teacher learning journey.

Elective Programmes of study

All ITE programmes offer elective programmes of study to provide personalisation and choice to student teachers but this may lead to probationer teachers not feeling fully prepared to teach core areas of literacy, numeracy and HWB, given the limited time available to spend in these areas. Data collected from focus groups highlighted that a lack of confidence by some probationer teachers in areas of literacy, numeracy and HWB which could be accredited to them choosing other elective programmes of study e.g. outdoor learning instead of further study in literacy, numeracy or health and well-being. Perhaps in addition to the elective programmes ITE programmes could increase the time spent in these areas as part of the core programmes.

It was suggested by both probationer supporters and probationer managers that in some aspect of HWB, e.g. mental health, probationer teachers demonstrate a high level of readiness to contribute. This contradicts with the data gathered from the probationer teachers. There was consensus from all groups that there was less emphasis on health and wellbeing through ITE programmes, compared to literacy and numeracy. For some probationer teachers access to in-depth learning around HWB was only available through elective programmes of study.

TIS placement

The data collected demonstrated that within the TIS placement there was a wide variety of experiences. The majority of probationer teachers indicated that they had had a very positive experience. They felt very well supported and felt that they had continued their learning journey through additional opportunities and collaborative learning. However, a few probationer teachers reported that they had less positive experience during the student placement and/or TIS placement and felt this had a detrimental effect on their level of confidence to enter the teaching profession.

There was consensus from probationer teachers, probationer supporters and probation managers that over the TIS year the vast majority of probationer teachers gained in confidence in most areas e.g. equality. They also benefited from partnership working both within and out with schools to support their own and their pupils' learning.

Probationer knowledge and pedagogy

Knowledge Gaps

Probationer teachers indicated that they were very confident in their readiness to teach literacy, with a few concerns expressed around teaching reading and phonics. These concerns are reflected by probationer supporters and probationer managers who rated the confidence level of probationer teachers less highly than the probationers themselves. Probationer teachers also expressed a view that there were concern about some probationer teachers' own skills in literacy. One probation manager said *"[their] grasp of phonics is very, very weak…it's only one small part of the whole literacy approach, and I think they are definitely struggling."* This was supported by another probation manager who felt that probationer teachers were "*not equipped*" and "*they're not ready*" to contribute fully to the teaching of literacy across the curriculum.

Data collected from all three groups confirmed that a small number of probationer teachers have 'gaps in their knowledge' and showed some conceptual misunderstanding e.g. numeracy. They felt that this was attributed to a lack of confidence of probation teachers and an over-reliance on a resource to deliver the curricular outcomes, rather than supporting individual pupil progression in numeracy. This is illustrated by a comment from one probationer supporter who commented that;

" they don't have to go and search them out and tailor them necessarily….support [for] teaching and learning, that's just a click away. Whereas for literacy I think it takes a bit more time, organisation and understanding …"

This is in line with the findings of the Making Maths Count (2016) report where student teachers were reported as saying that they "would find it helpful for ITE courses to include more of a focus on how teachers can better understand and support children's thinking processes in maths." (p19)

Confidence in meeting the needs of all learners

In general, the expectations of the Es & Os are generally understood by probationer teachers but it was reported that they lack the experience to provide appropriately differentiated learning activities to meet the needs of all learners, particularly those individuals with ASN. Probationer teachers indicated that they felt more confident with addressing ASN than other aspect of equality. However, this was contradicted by comments from probationer teachers themselves, probationer supporters and probation managers who all felt that probationer teachers find it challenging to differentiate learning effectively to meet the needs of all pupils.

Probationer teachers reported that they were less confident in numeracy across all measures; however it was suggested by both probationer supporters and probationer managers that there is more differentiation observed in teaching numeracy than in literacy. It was, however, acknowledged that probationer teachers are at the start of their own learning journey in developing expertise in matching learning activities to pupil need to support the learners' progress.

Developing resources

Probationer teachers expressed the view that that they were highly confident in their readiness to teach in all areas of the curriculum. This perception was generally shared by probationer supporters and probation managers to a lesser extent. It is interesting to note that although many probationer teachers were confident in their knowledge of numeracy, fewer reported that they were confident in developing resources to teach numeracy. This lack of confidence in developing resources was consistent across literacy, HWB and equality.

A range of opinions from probationer supporters were reported within HWB, it ranged from those who fully embraced HWB to those who are very unsure how to approach HWB to support pupils' learning. This may suggest that confidence levels in developing resources is dependent upon the individual probationer teachers' previous experiences.

Data literacy

Based on the data, probationer teachers are least confident in data literacy in comparison to other areas reported in this study It is not clear whether this is due to a lack of understanding of what constitutes data literacy or whether this is not addressed in sufficient depth during ITE which was signposted in the findings of the ITE Content Analysis (2107). However, these barriers seem inconsistent with the fact that all probationer teachers undertake action research or practitioner enquiry during their ITE and TIS placements which provides them with an opportunity to develop data literacy skills. It was suggested that probationer teachers were at different levels of preparedness in data literacy, dependent on their previous experiences of handling data.

Pace of learning

Probationer teachers felt that a lack of time/priority, lack of opportunity and lack of support were barriers to them further developing their skills in literacy, numeracy, HWB, equality and their ability to generate and analyse data to support student progress. Probationer teachers reported that they feel overwhelmed with the day-to-day complexity and demands of the 'job'. In some cases this can lead to probationer teachers using the dedicated 0.2 FTE for professional learning, which is built into the TIS placement for day-to-day activities, such as planning and marking. However, as reported in the Evaluation of the Impact of the Implementation of Teaching Scotland's Future (Scottish Government, 2016), probationer teachers indicated that they understood and accepted that on-going professional learning is integral to their professional growth.

From the focus groups discussions, the main barrier to probationer teachers feeling sufficiently prepared to contribute to equality and HWB in their classroom was reported as time to explore these areas in context. Both are seen as *"vast"*.

There appears to be a disconnect between the responses from probationer teachers throughout this research. Although the probationer teachers indicated that they were confident in most areas, when offered further support, the majority indicated that they would embrace the opportunity for further learning. This could suggest that probationer teachers understand the need for life-long learning

It should be remembered that each probationer teacher's experience is unique and the ITE and TIS placements play a very important role in supporting probationer teachers to develop into confident effective teacher. However, there was broad agreement that "*all grow in confidence over the year*" with a few exceptions.

Discussion

The broad aim of the report is to explore the views and perceptions of probationer teachers, probationer supporters and local authority probation managers on the impact of ITE on the preparedness of probationer teachers to:
  - effectively and confidently deliver literacy and numeracy
  - effectively and confidently contribute to HWB
  - support all aspects of equality
  - use data literacy to inform professional judgement

Although probationer teachers were confident in most key aspects, their supporters and probationer managers felt less confident in the probation teachers' abilities to deliver the whole range of learning experiences to meet the needs of all pupils. It was recognised that probationer teachers have a limited time (one year during TIS) to develop the full range of skills, abilities and disposition demonstrated by highly skilled teachers, and thus it was acknowledged by all groups that probationer teachers are at the start of their journey of 'becoming a teacher' and as such still have a lot of learning to develop expertise and accomplish the craft and expertise of teaching.

There were some questions raised around the academic knowledge and ability of probationer teachers on entering ITE and TIS placement. It was suggested both in this study and in the Making Maths Count (2016) report that perhaps the entrance qualification to ITE could be reassessed to ensure that candidates enter ITE programmes with both Higher Mathematics and Higher English. At present, the entry memorandum for ITE courses, as set by GTC Scotland, provides advice on the minimum expected academic qualifications of potential new teachers. This entry memorandum is due for review in 2018. All ITE university providers are at liberty to apply their own entry requirements above the minimum, and generally they do.

This report provides evidence to support a review of the entry memorandum. This review may include firstly, considering 'softer' measures such as voluntary classroom experience and providing potential candidates with an opportunity to experience a 'real life' classroom in advance of applying for an ITE programme. Such experiences would allow potential applicants to consider more carefully if teaching is a career they would be both suitable for and would wish to pursue. Secondly, it may consider raising the entry level for mathematics which currently asks candidates to have National Qualification in Mathematics at SCQF (Scottish Credit and Qualifications Framework) level 5 (e.g. National 5 or Standard Grade Credit or Intermediate 2 level to Higher (SCQF 6) Mathematics which would bring this in line with the minimum entry requirement for English. However there are consequences to this action as reported in the Making Maths Count (2016). In this document, student teachers "express some concern [that] if the minimum entry requirements for maths were raised to SCQF level 6, this would preclude some of them from entering teaching." At a time of significant teacher shortages, particularly in the STEM subjects, this is an important consideration. Finally, it may consider whether the 'minimum expectation' may be achieved in conjunction with the teaching qualification and become a graduate expectation rather than an entry qualification.

Developing resources can be problematic for probationer teachers. The development of resources is a complex process which requires teachers to take cognisance of the cognitive, developmental and social aspects of learning. To develop effective learning resources teachers must have deep knowledge of the subject they teach (pedagogical and content knowledge), the skills to convey that knowledge (which requires quality instruction) and the ability to make the materials interesting and relevant to the children and young people. In addition to this, teachers must also understand the ways children and young people think about the content, and be able to evaluate the thinking behind students' own methods, and identify students' common misconceptions. This is developed through aligning theory with practice, which is highlighted as an issue for some probationer teachers. Not surprisingly, probationer teachers tend to do more whole class teaching as they lack confidence in preparing differentiated resources to support individual learning needs.

Most probationer teachers reported that they have a very positive ITE experience and feel well equipped to teach at the start of their probation year. Conversely, a few probationer teachers feel unprepared as they find 'bridging the gap' between theory and practice difficult. The challenge of connecting educational theory to underpin practice and then use this to create learning opportunities for children and young

people involves complex cognitive processing. Putting learning into context may take longer for some probationer teachers than others.

Some probationer teachers have yet to embrace fully the areas of the curriculum that are the *responsibility of all* and this may raise questions as to how these were signposted through ITE. In most ITE programmes, those areas which are the *responsibility of all* are embedded in the learning. Current academic research would suggests that 'in context' learning is a more powerful way for student teachers to build their own capacity in learning and teaching in key areas. ITE providers weave *responsibility for all* through-out their programmes to support student teachers to acquire knowledge and experience, as well as model good practice for delivering Es and Os. There is broad agreement that particularly secondary probationer teachers are leaving ITE with a good knowledge of their own curricular subject. They may not be as confident in how they contribute to the key areas that are *responsibility of all*.

There are also some suggestions that in particular key areas, such a HWB, the same depth of knowledge was not achieved by all. This was linked to there being less focus and less time to 'practise' during ITE, particularly when this is only available as an elective programme of study. As a result, some probationer teachers felt less prepared to contribute to HWB.

The quality of the ITE and TIS placement experiences are important factors for the development of probationer teachers. Probationer supporters were seen as one of the key aspects that *"makes a difference"* and was seen as a valuable resource in helping probationer teachers to develop confidence through supporting high quality critical reflection and professional dialogue. In contrast, in unsuccessful placements the lack of coaching and time for meaningful professional dialogue were cited as the main barriers. This lack of a positive experience was usually assigned to their probationer supporter having limited time to meet with the probationer teacher or the lack of coaching skills of the probationer supporter.

It is also important that the whole teaching profession supports both student and probationer teachers in order that they are provided with the best learning experiences during student placement and TIS, in line with recommendation 39 of "Teaching Scotland's Future" (2010) which states "All teachers should see themselves as teacher educators and be trained in mentoring".
This mentoring would help probationer teachers to be ready to deliver literacy, numeracy, to contribute to health and wellbeing and equality and be confident in the use of data to support pupil progress. Experienced teachers can support probationer teachers to develop their repertoire of skills through engaging in professional dialogue to help probationer teachers continually interrogate and improve their practice in order that they can have a positive impact on outcomes for children and young people.

Some local authorities have had success in using a 'support team' that works over a number of schools, supporting the probationer teachers but also being a conduit for good practice and creating targeted networks to support individual probationers to share learning with their peers. The experience of supporting a probationer teacher is also an excellent professional learning opportunity for supporters to develop skills in coaching and mentoring. However, for this relationship to be successful it is of

paramount importance that the probationer supporters undertake a professional learning programme in coaching and are also supported through this process.

The majority of probationer teachers secure permanent positions post-TIS where they have opportunities to become part of a learning community and into which they can make a positive contribution. The TIS placement is considered a very valuable experience although it can seem short given the breadth and depth of knowledge which probationer teachers need to gain. This two-year supported experience is considered world leading and helps probationer teachers to develop the curricular knowledge, assessment strategies, pedagogy, classroom management, planning and preparation and behaviour management needed to become a fully qualified teacher. As a consequence, most probationer teachers feel confident to move into their first full teaching post. However, perhaps this two-year supported experience needs to be considered as part of an early career teacher continuum as, from the data, there are still some key areas in which post-TIS teachers feel they could use further support.

Areas for further consideration

Based on the evidence, it is suggested that the following may be worthy of further consideration:
- Review the memorandum of entry qualifications of ITE programmes to ensure high quality candidates with the essential knowledge, abilities and disposition are selected into ITE programmes.
- Review ITE provision
  - To explore the support needs identified in putting theory into practice in the classroom in ways that support all children and young people effectively
  - To include more practical examples in delivering aspects of the curriculum
  - To further understand the views of probationers and probationer supporters on the perceived lack of balance and emphasis during ITE across key areas such as health and wellbeing and equality.
  - To consider which aspects of elective programmes of study may be most useful in becoming part of mainstream programmes
  - To consider the skills progression of probationer teachers, in particular related to developing resources to support the learning needs of all young people.
- Review the support for coaching and mentoring for probationer teachers and probationer supporters during the TIS placement
  - Coaching and mentoring can be a defining factor of the success of the probationer teachers TIS experience. In order that all probationer teachers have the best experience possible, a review of professional learning opportunities in coaching and mentoring for all probationer supporters may be worthy of consideration
- Review the early career phase of a teacher journey to bring cohesion to the expectations of and support for early career teachers.
  - Considering ITE, TIS and the first few years of teaching experience as an early career phase would support skills development across a longer period of time and align with the notion of 'beginning teachers' acknowledging probationer teachers are at the start of a teachers journey.
  - Extending partnership working between local authorities and ITE institutions through the proposed regional improvement collaboratives in Education Governance: next steps (2017)
- Further research into the differing perceptions about the probationer teachers readiness to teach

Appendix 1

Evaluation of Teaching Scotland's Future – questions relating to ITE

Evaluation of Teaching Scotland's Future (2016)

Question 14
Thinking about your school placement during your Initial Teacher Education, how effective was the support given to you by the school to help you successfully complete the placement?

Question 15
How useful did you find the following aspects of Initial Teacher Education (ITE) at university in preparing you for your first post as a teacher?
> Literacy
> Numeracy
> Health and Wellbeing
> Professional Studies (e.g. child development, psychology, curriculum development)
> Pedagogy/ approaches to learning and teaching
> Classroom management
> Subject content
> Assessment
> Self-reflection
> Additional support needs
> Using digital technologies to support teaching and learning
> Behaviour Management
> Child protection/ safeguarding
> Working with other relevant professionals

Question 16
Overall how effective do you think your Initial Teacher Education (ITE) at university was in preparing you for your first post as a teacher?
  o The majority of probationer teachers identified with 'effective'.

Question 18
Thinking about your probationary period, how effective was the support given to you by the school/establishment to help you successfully achieve the Standard for Full Registration?

Question 19
Thinking about your probationary period, how effective were the following aspects of professional learning?

Question 20
During your probationary period, how effective was the professional learning you undertook in helping you achieve the GTCS Standard for Full Registration?

Appendix 2

Data Tables – results from on-line survey of probationer teachers

Data table 1 Primary literacy

Statement	% of respondents				
	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
I am confident in my knowledge of literacy	20.0	65.9	5.9	7.4	0.7
I am confident in my ability to teach literacy	11.9	68.9	9.6	8.2	1.5
I am confident in developing resources to support pupil outcomes for literacy	9.6	62.2	9.6	16.3	2.2

Data table 2 Did you have opportunities over the course of the TIS year to continue to further develop your knowledge of literacy? (primary)

Response	Percentage
Yes	85.9%
No	14.1%

Data table 3 Secondary literacy

Statement	% of respondents				
	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
I am confident in my knowledge of literacy	56.6	37.5	2.1	4.2	0
I am confident in my ability to teach literacy	50.0	44.8	1.0	4.1	0
I am confident in developing resources to support pupil outcomes for literacy	38.5	46.9	5.2	8.3	1.0

Data table 4 Did you have opportunities over the course of the TIS year to continue to further develop your knowledge of literacy? (secondary)

Response	Percentage
Yes	82.3%
No	17.7%

Data table 5 Primary numeracy

Statement	% of respondents				
	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
I am confident in my knowledge of numeracy	25.8	58.6	7.8	7.0	0.7
I am confident in my ability to teach numeracy	17.2	60.1	10.2	9.4	3.1
I am confident in developing resources to support pupil outcomes for numeracy	18.8	52.3	15.6	12.5	0.8

Data table 6 Did you have opportunities over the course of the TIS year to continue to further develop your knowledge of numeracy? (primary)

Response	Percentage
Yes	82.8%
No	17.2%

Data table 7 Secondary numeracy

Statement	% of respondents				
	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
I am confident in my knowledge of numeracy	32.3	46.2	16.1	3.2	2.2
I am confident in my ability to teach numeracy	33.3	44.1	12.9	7.5	2.2
I am confident in developing resources to support pupil outcomes for numeracy	22.6	43.0	20.4	10.8	3.2

Data table 8 Did you have opportunities over the course of the TIS year to continue to further develop your knowledge of numeracy? (secondary)

Response	Percentage
Yes	69.9%
No	30.1%

Data table 9 Primary health and wellbeing

Statement	% of respondents				
	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
I am confident in my knowledge of health and wellbeing	19.7	58.3	18.1	3.2	0.8
I am confident in my ability to teach health and wellbeing	15.0	59.1	19.7	4.7	1.6
I am confident in developing resources to support pupil outcomes for health and wellbeing	12.6	47.2	28.4	10.2	1.6

Data table 10 Did you have opportunities over the course of the TIS year to continue to further   develop your knowledge of health and wellbeing? (primary)

Response	Percentage
Yes	82.7%
No	17.3%

Data table 11 Secondary health and wellbeing

Statement	% of respondents				
	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
I am confident in my knowledge of health and wellbeing	37.8	55.6	4.4	1.1	1.1
I am confident in my ability to teach health and wellbeing	38.9	46.7	8.9	3.3	2.2
I am confident in developing resources to support pupil outcomes for health and wellbeing	36.7	37.8	15.6	8.9	1.1

Data table 12 Did you have opportunities over the course of the TIS year to continue to further develop your knowledge of health and wellbeing? (secondary)

Response	Percentage
Yes	87.8%
No	12.2%

Data table 13 Primary Equality (knowledge)

Statement	% of respondents				
	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
I am confident in my knowledge of the equality agenda in respect to additional support needs	26.8	56.1	13.0	3.3	0.8
I am confident in my knowledge of the equality agenda in respect to race	32.5	46.3	15.5	4.9	0.8
I am confident in my knowledge of the equality agenda in respect to gender	29.3	49.6	14.6	5.7	0.8
I am confident in my knowledge of the equality agenda in respect to sexual orientation	24.4	50.4	14.6	9.8	0.8

Data table 14 Primary Equality (support)

Statement	% of respondents				
	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
I am confident in my ability to effectively support the equality agenda with respect to additional support needs	18.7	52.0	19.5	8.1	1.6
I am confident in my ability to effectively support the equality agenda with respect to race	18.7	56.1	18.7	5.7	0.8
I am confident in my ability to effectively support the equality agenda with respect to gender	21.1	53.7	17.1	7.3	0.8
I am confident in my ability to effectively support the equality agenda with respect to sexual orientation	17.9	49.6	21.1	9.8	1.6

Data table 15 Primary Equality (developing resources)

Statement	% of respondents				
	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
I am confident in developing resources to support pupils explore the equality agenda in respect to additional support needs	9.8	48.0	25.2	13.8	3.3
I am confident in developing resources to support pupils explore the equality agenda in respect to race	4.1	42.3	28.5	21.1	4.1
I am confident in developing resources to support pupils explore the equality agenda in respect to gender	5.7	42.3	28.5	20.3	3.25
I am confident in developing resources to support pupils the equality agenda in respect to sexual orientation	4.9	32.5	36.6	21.1	4.9

Data table 16 Did you have opportunities over the course of the TIS year to continue to further develop your knowledge of health and wellbeing? (primary)

Response	Percentage
Yes	69.1%
No	30.9%

Data table 17 Secondary Equality (knowledge)

Statement	% of respondents				
	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
I am confident in my knowledge of the equality agenda in respect to additional support needs	35.7	51.2	8.3	2.4	2.4
I am confident in my knowledge of the equality agenda in respect to race	40.5	42.9	13.1	2.4	1.2
I am confident in my knowledge of the equality agenda in respect to gender	42.9	41.7	10.7	2.4	2.4

I am confident in my knowledge of the equality agenda in respect to sexual orientation	42.9	44.1	7.1	2.4	3.6

Data table 18Secondary Equality (support)

Statement	% of respondents				
	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
I am confident in my ability to effectively support the equality agenda with respect to additional support needs	32.1	48.8	9.5	4.8	4.8
I am confident in my ability to effectively support the equality agenda with respect to race	41.7	35.7	17.9	2.4	2.4
I am confident in my ability to effectively support the equality agenda with respect to gender	42.9	38.1	14.3	3.4	2.4
I am confident in my ability to effectively support the equality agenda with respect to sexual orientation	42.9	39.3	11.9	2.4	3.6

Data table 19Secondary Equality (developing resources)

Statement	% of respondents				
	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
I am confident in developing resources to support pupils explore the equality agenda in respect to additional support needs	21.4	38.1	20.2	15.5	4.8
I am confident in developing resources to support pupils explore the equality agenda in respect to race	26.2	34.6	22.6	13.1	3.6
I am confident in developing resources to support pupils explore the equality agenda in respect to gender	32.1	31.0	22.6	10.7	3.6
I am confident in developing resources to support pupils the equality agenda in respect to sexual orientation	29.7	34.5	17.9	13.0	4.8

Data table 20 Did you have opportunities over the course of the TIS year to continue to further develop your knowledge of health and wellbeing? (Secondary)

Response	Percentage
Yes	73.8%
No	26.2%

Data table 21 Primary Data literacy

Statement	% of respondents				
	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
I am confident in my knowledge of data literacy	13.1	46.7	18.0	18.9	3.3
I am confident in my skills to use data to track learners' progress (for example through assessment data, classroom activities and observations)	17.2	54.9	13.9	12.3	1.6
I am confident in my skills to analyse and interpret data	18.9	49.2	20.5	10.7	0.8
I am confident in my skills to use data to make professional judgements about the effectiveness of my practice	15.6	60.7	14.8	8.2	0.8

Data table 22 Secondary Data literacy

Statement	% of respondents				
	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
I am confident in my knowledge of data literacy	24.4	50.0	19.2	6.4	0
I am confident in my skills to use data to track learners' progress (for example through assessment data, classroom activities and observations)	41.0	46.2	7.7	5.1	0
I am confident in my skills to analyse and interpret data	35.9	43.6	15.4	3.8	1.3
I am confident in my skills to use data to make professional judgements about the effectiveness of my practice	34.6	52.6	7.7	5.1	0

Data table 23 Did you have opportunities over the course of the TIS year to continue to further develop your knowledge of health and wellbeing? (Secondary)

Response	Percentage
Yes	77.0%
No	23.0%

Data table 24 *The geographical distribution of probationer teachers in local authorities for the TIS placement for the probationer teacher cohort session 2015-16.*

Local Authority employer	No of respondents
Aberdeen City Council	4
Aberdeenshire Council	17
Angus Council	12
Argyll and Bute Council	1
Clackmannanshire / Stirling Council	13
Dumfries and Galloway Council	10
Dundee City Council	3
East Ayrshire Council	9
East Dunbartonshire Council	8
East Lothian Council	7
East Renfrewshire Council	5
City of Edinburgh Council	13
Eileen Siar	1
Falkirk Council	12
Fife Council	10
City of Glasgow Council	13
Highland Council	12
Inverclyde Council	1
Midlothian Council	1
Moray Council	6
North Ayrshire Council	7
North Lanarkshire Council	16
Orkney Council	1
Perth and Kinross Council	8
Renfrewshire Council	7
Scottish Borders Council	3
Shetland Council	0
South Ayrshire Council	2
South Lanarkshire Council	24
West Dunbartonshire Council	3
West Lothian Council	8
Total	**237**

Data table 25 *The geographical distribution of probationer teachers' current employer post-TIS*

Local authorities	Number of respondents
Aberdeen City Council	6
Aberdeenshire Council	19
Angus Council	9
Argyll and Bute Council	0
Clackmannanshire / Stirling Council	18
Dumfries and Galloway Council	10
Dundee City Council	4
East Ayrshire Council	10
East Dunbartonshire Council	5
East Lothian Council	9
East Renfrewshire Council	2
City of Edinburgh Council	15
Eileen Siar	1
Falkirk Council	11
Fife Council	8
City of Glasgow Council	23
Highland Council	13
Inverclyde Council	3
Midlothian Council	1
Moray Council	3
North Ayrshire Council	8
North Lanarkshire Council	16
Orkney Council	0
Perth and Kinross Council	6
Renfrewshire Council	4
Scottish Borders Council	1
Shetland Council	0
South Ayrshire Council	2
South Lanarkshire Council	17
West Dunbartonshire Council	2
West Lothian Council	10
Other	1
total	**237**

Data table 25 *The geographical distribution of probationer teachers' current employer post-TIS*

Data table 26 *Current type of contract and post held by probationer teachers*

Position held	Contract type			
	Permanent	Supply	Temporary	Other
Classroom	173	9	37	4
Peripatetic	3	1	3	0
Other	5	1	1	0
total	**181**	**11**	**41**	**4**

Respondents who identified as with position as classroom teacher but other for contract type commented that their contract type was;
- Permanent area cover
- Permanent teaching job abroad
- Two temporary contracts
- Recently left contract

Respondents who identified their contract type as other are employed in the following ways;
- Raising attainment cover
- Area cover class teachers
- Supply
- PE teacher
- No response

The respondent who identified their contract type as temporary is employed in the classroom (2 days per week) and visiting (1 day per week)

The respondent who identified their contract type as supply is employed as a nurture teacher.

As might be expected from probationer teachers, the classroom teachers make up the majority of posts.

Data table 27 Primary/Secondary Post-Teacher Induction Scheme

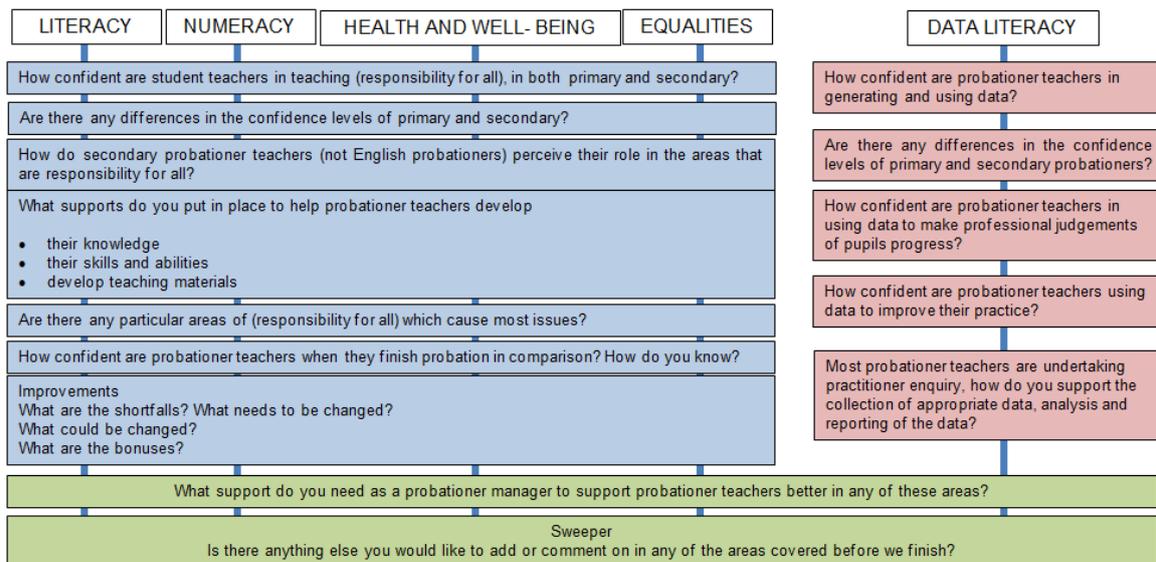| Statement	% of respondents				
	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
I feel that within my new role I am supported	33.9	39.9	12.1	10.6	3.5
I feel that within my new role I am challenged	55.6	36.9	4.0	3.0	0.5
I know who to approach if I need support	41.4	45.5	5.6	5.1	2.5

Data table 28 Responses of probationer teachers with regard to perceived future support needs around teaching literacy, numeracy, contributing to health and wellbeing and equality, and with using data to make professional judgments.

Statement	% of respondents					
	Strongly agree/agree		Neither agree or disagree		Strongly disagree/disagree	
	primary	secondary	primary	secondary	primary	secondary
I would like more support with teaching literacy	59.2	41.0	28.3	35.9	12.5	23.1
I would like more support with teaching numeracy	64.2	48.7	23.3	30.8	15.0	20.5
I would like more support with contributing to the health and well-being agenda	66.7	59.0	21.7	23.1	11.7	17.9
I would like more support with the equalities agenda	67.5	57.7	24.2	28.2	8.3	14.1
I would like more support with using data to make professional judgements	66.7	50.0	22.5	32.1	10.8	17.9

Appendix 3

Mapping framework for semi-structured interviews

Using semi-structured interviews allowed the standardisation of questions. A mapping framework was created to ensure coverage of the key areas for discussion. The questions/prompts were set out in broad topics with underlying supportive questions so that the interview was a logical construct which supported the descriptive nature of the narrative. The question used reflected the questions from the on-line questionnaire to gather views on these key areas

LITERACY	NUMERACY	HEALTH AND WELL-BEING	EQUALITIES		DATA LITERACY

How confident are student teachers in teaching (responsibility for all), in both primary and secondary?

Are there any differences in the confidence levels of primary and secondary?

How do secondary probationer teachers (not English probationers) perceive their role in the areas that are responsibility for all?

What supports do you put in place to help probationer teachers develop

- their knowledge
- their skills and abilities
- develop teaching materials

Are there any particular areas of (responsibility for all) which cause most issues?

How confident are probationer teachers when they finish probation in comparison? How do you know?

Improvements
What are the shortfalls? What needs to be changed?
What could be changed?
What are the bonuses?

How confident are probationer teachers in generating and using data?

Are there any differences in the confidence levels of primary and secondary probationers?

How confident are probationer teachers in using data to make professional judgements of pupils progress?

How confident are probationer teachers using data to improve their practice?

Most probationer teachers are undertaking practitioner enquiry, how do you support the collection of appropriate data, analysis and reporting of the data?

What support do you need as a probationer manager to support probationer teachers better in any of these areas?

Sweeper
Is there anything else you would like to add or comment on in any of the areas covered before we finish?

Appendix 4

Timeline for engagement with probationer teachers, probationer supporters and probation managers.

Task	Success criteria	Detail
Audit Evaluation of TSF to ascertain what data is already available from this survey	Relevant data identified from Evaluation of TSF	Analyse Evaluation of TSF and identify possible data areas/questions which would support this survey. Go back to raw data to add to report.
Probationer teachers Create survey questions	Survey yields data to inform and guide future ITE provision	GTCS to create survey. Survey to be created to yield with 7 sections • Demographics • Literacy • Numeracy • HWB • Data literacy • Equality • Comments Survey to be trailed prior to dissemination to ensure the data gives an accurate and informed view of probationer confidence and effectiveness of delivering in these areas.
Disseminate survey to probationer teachers	Survey is disseminated and any bounces are resolved to maximum opportunity for participation	• Prior to dissemination, we need the most up to date and accurate email addresses for probationer teachers (session 15/16) • Manage the email system for bounces (hard/soft) • Time frame for return of survey to be established to be sufficiently flexible to allow completion (3 weeks) • Ensure a reminder email is distributed at an appropriate time (after 2 weeks) • Deadline submission date – inform LA representatives of any delays (1-week extension)

Collate and analyse data	All data is considered and used to inform the report.	Create a spread sheet to analyse Survey Monkey output Analysis verbatim transcripts and create a narrative around the key areas of the discussion dictated by the needs of the deliverable. Merge data from the questionnaire and focus groups to ascertain main finding.
Probation managers Create for the focus groups • Consent form • Demographic tool • Questions that relate to the probationer survey questions Additional group convened from Probationer managers coaching cohort – 8-12	The following are prepared and ready for use by 6th November for focus groups to take place. • Consent form • Demographic tool • Questions for focus groups	Focus group questions will be based on questions from probationer survey (created with support from Strathclyde University) Verbatim transcripts to be produced
Probationer supporters Create for the focus groups • Consent form • Demographic tool • Questions that relate to the probationer survey questions	Professional association Learning Reps convene focus groups	Discuss approaching Professional Associations Contact professional associations seeking support Arrange a meeting with professional associations Meeting to be convened Verbatim transcripts to be produced
Report	Report is completed and signed off by **June 2017**	Report to be produce by June 17