

SCOTTISH EDUCATION COUNCIL**UPDATE FROM THE STRATEGIC BOARD FOR TEACHER EDUCATION**

1. The Strategic Board for Teacher Education (SBTE) maintains oversight of a range of policy areas related to the teaching profession including workforce planning, standards in teaching, initial teacher education, professional learning and leadership.
2. SBTE last met on 21 February where the following issues were discussed:
 - New Working Arrangements for SBTE - SBTE to develop a communications strategy.
 - Career Pathways - the SBTE discussed the development of new career pathway models for the teaching profession. SBTE recognised that ultimate decisions on the terms, conditions and potential remuneration of any new career pathways fell to the SNCT but the wider views of the education system should feed into the design and development of new models. SBTE agreed that this is potentially a hugely positive step forward and there is a need to engage meaningfully with all stakeholders and the profession.
 - Self-Evaluation Framework for ITE Providers - SBTE noted that the Working Group had been asked to ensure that the Framework was linked to current GTCS and university accreditation processes and did not add to bureaucracy. SBTE felt that the input in ITE (university teaching) was quality assured but that measuring the quality of output was the challenge. SBTE noted that the quality of newly qualified teachers was an issue that was increasingly being highlighted in the media and that ITE cannot address every aspect of a teacher's skills and knowledge. It was only the beginning of a process involving the probation period and early phase of a teacher's career. The newly established Regional Improvement Collaboratives along with universities should work to ensure more connection between the different stages of a teacher's career and their professional learning.
 - 1+2 Languages Implementation Group – The Board heard from Laurence Findlay and Louise Glen (Chairs of the 1+2 working group). SBTE agreed that the policy is ambitious and a measure of pragmatism was needed. It was a logistical challenge to deliver a range of languages in primary schools of differing sizes. SBTE agreed that this discussion highlighted the need for the Board to consider possible changes to entry requirements and more generally what type of primary teacher was now needed in schools. Was this a generalist with language skills or specialists in areas such as languages and STEM.
3. SBTE next meets on 31 May.

**Strategic Board for Teacher Education Secretariat
March 2018**