

## **Teacher Panel**

**Meeting 5, Wednesday 14 June 2017**

**Room 4ER, St Andrew's House, Regent Road, Edinburgh**

### **[Draft Agenda/Topics for Discussion]**

**1. Governance Review**

*This is an opportunity to discuss the Next Steps paper with the Panel, which is currently due for publication on 15 June.*

**2. Initial Teacher Education**

*Given the recent profile of ITE and the publication of the ITE Content Analysis on 17 May, this is an opportunity to hear the Panels views on the quality of ITE and the profession generally.*

**3. Mainstreaming**

*This is an opportunity for the Panel to comment on the draft guidance on mainstreaming, which is currently due for publication in late June. This would build on the Panel's prior discussion of mainstreaming at the March meeting.*

**4. National Improvement Framework**

*The format of the new standardised assessments and the reports for teachers are due to be signed off at the end of June. This is an opportunity to test the format of both with the Panel as part of the wider piloting process currently underway.*

**Given the length of discussion which has characterised previous meetings of the Panel, we would recommend a maximum of three agenda items for discussion.**

## CHAIR'S BRIEF

### Teacher Panel

Meeting 5, 9:30 am, 14<sup>th</sup> June 2017

Room 4ER, St Andrew's House, Edinburgh

#### 1. Welcome and Introductions

You will wish to welcome attendees to the meeting. [REDACTED] Head of Curriculum Unit in the Learning Directorate is attending for the first time.

To note, apologies have been received from Gerry Lyons.  
Pauline Walker has also said that she is unlikely to be able to attend.

You will wish to invite attendees to agree minute for Meeting 4.

#### 2. Governance Review – Next Steps

You can call on [REDACTED] to provide a circumspect verbal update to the group on the next steps following from the Governance Review or you may wish to provide the verbal update yourself.

You will be aware of the significant sensitivities around information entering the public domain in advance of your announcement to Parliament on the 15<sup>th</sup> (i.e. the day following this meeting). All of the Panel members are, of course, local government employees.

The impact of reducing opportunities for teachers to take on formal leadership roles was mentioned during the discussion on Pupil Equity Funding in the previous Panel meeting on 1 March. [REDACTED] has indicated that he would like to discuss recent press coverage [Andy Denholm's Herald article of 1 June] which referenced your comments at committee on 31 May (principally your concern at reducing Principal Teacher opportunities.

#### 3. Initial Teacher Education (ITE)

[REDACTED] from the People and Leadership Unit will be in attendance and can speak to this item if required.

The Scottish Government published an analysis of the content of ITE courses On 17 May as part of the National Improvement Framework. This provides baseline evidence of the number of hours dedicated to key areas of literacy, numeracy, health and wellbeing, equality and data literacy; it is not a qualitative analysis of ITE. The report highlights the complexity of ITE programmes and the generally holistic approach taken by universities in preparing student teachers to teach.

A copy of the content analysis report was sent to Panel members in advance of today's meeting along with links to the Official Reports of the recent evidence sessions the Education and Skills Committee.

## CHAIR'S BRIEF

The variable quality of ITE graduates was mentioned during the discussion on Pupil Equity Funding in the previous Panel meeting on 1 March.

### Key Findings from Content Analysis report:

- There is wide-ranging variation in the numbers of dedicated hours of contact for literacy, numeracy, health and wellbeing, equality and data literacy across each ITE programme.
- There is less variance in the number of hours dedicated to key areas across postgraduate (secondary) programmes.
- Numeracy generally has the lowest difference of dedicated hours within programmes.

It is worth noting that the lowest reported dedicated contact hours for data literacy was 2 hours. This is unexpected given the current emphasis in policy on using data to inform and support pupils learning needs and the commitment of ITE providers to provide students with a foundation on which to move forward in their teacher journey as 'enquiring professionals'.

The relatively limited evidence from the report should be considered alongside other evidence such as the generally high quality of our universities and the evaluation of Teaching Scotland's Future which was published in March 2016. It found that:

- 64% of respondents felt that their Initial Teacher Education was either effective or very effective in preparing them for their first post as a teacher.
- 83% of respondents felt that the support given to them by the school in their placement periods was either effective or very effective.
- In terms of experience of the teacher induction scheme 86% of respondents though the support given to them by their school was either effective or very effective. These questions were asked to recently qualified teachers.

*You may wish to ask attendees to reflect on:*

- *their own experiences of Initial Teacher Education as former students and as employers of recent graduates;*
- *the data contained in the content analysis report.*

**[REDACTED]** has indicated that he would like to discuss recent press coverage of the Teach First scheme.

#### **4. National Improvement Framework**

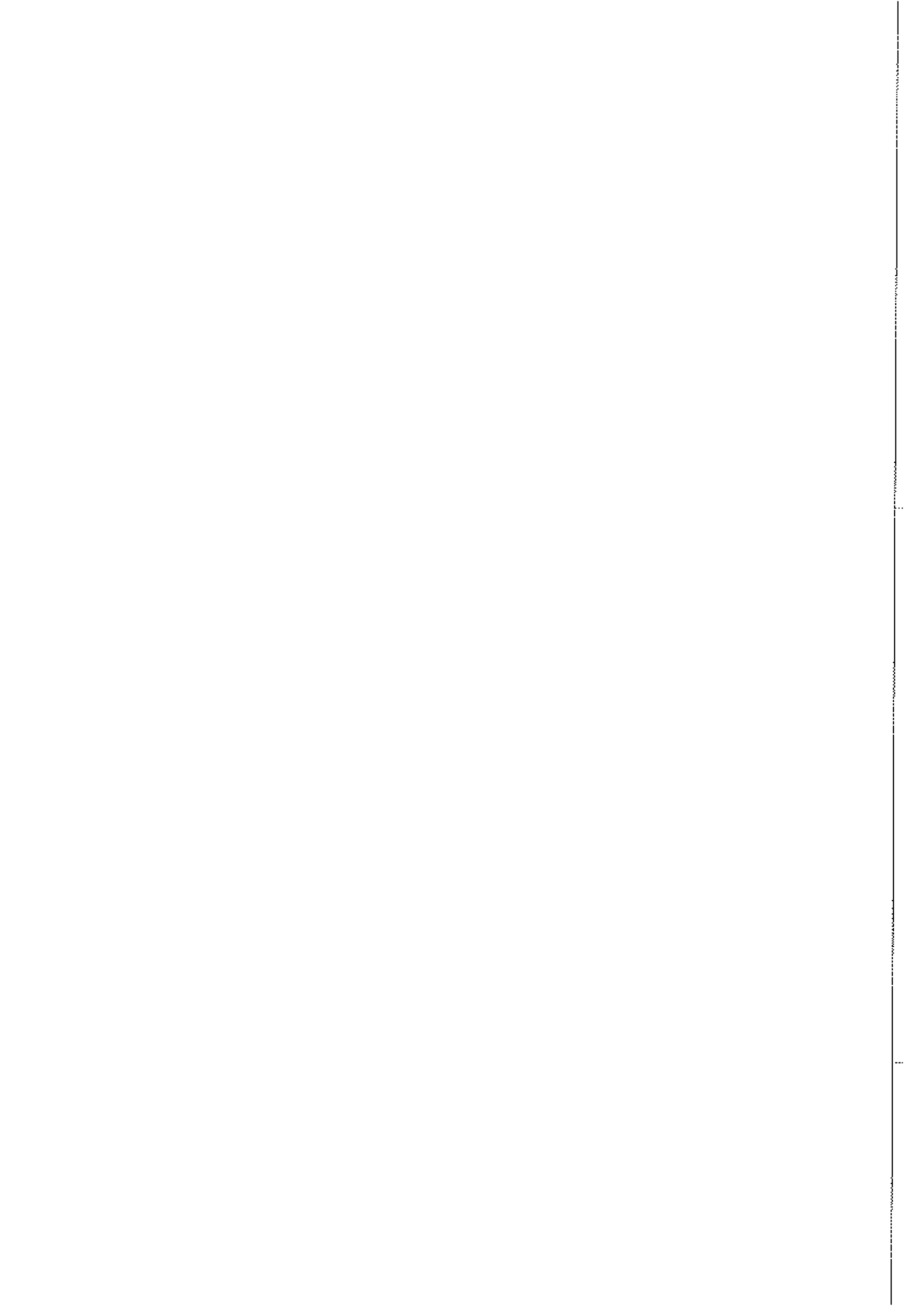
**[REDACTED]** from the National Improvement Framework Unit will be in attendance to provide a shortened version of the interactive showcase of the Scottish National Standardised Assessment system which you saw on Tuesday 6 June. Panel members have been sent the introductory slides from **[REDACTED]** presentation in advance.

## CHAIR'S BRIEF

### 5. AOB and Close

None received in advance. If none offered then close meeting.

We will identify a date in late September for the next Panel meeting.



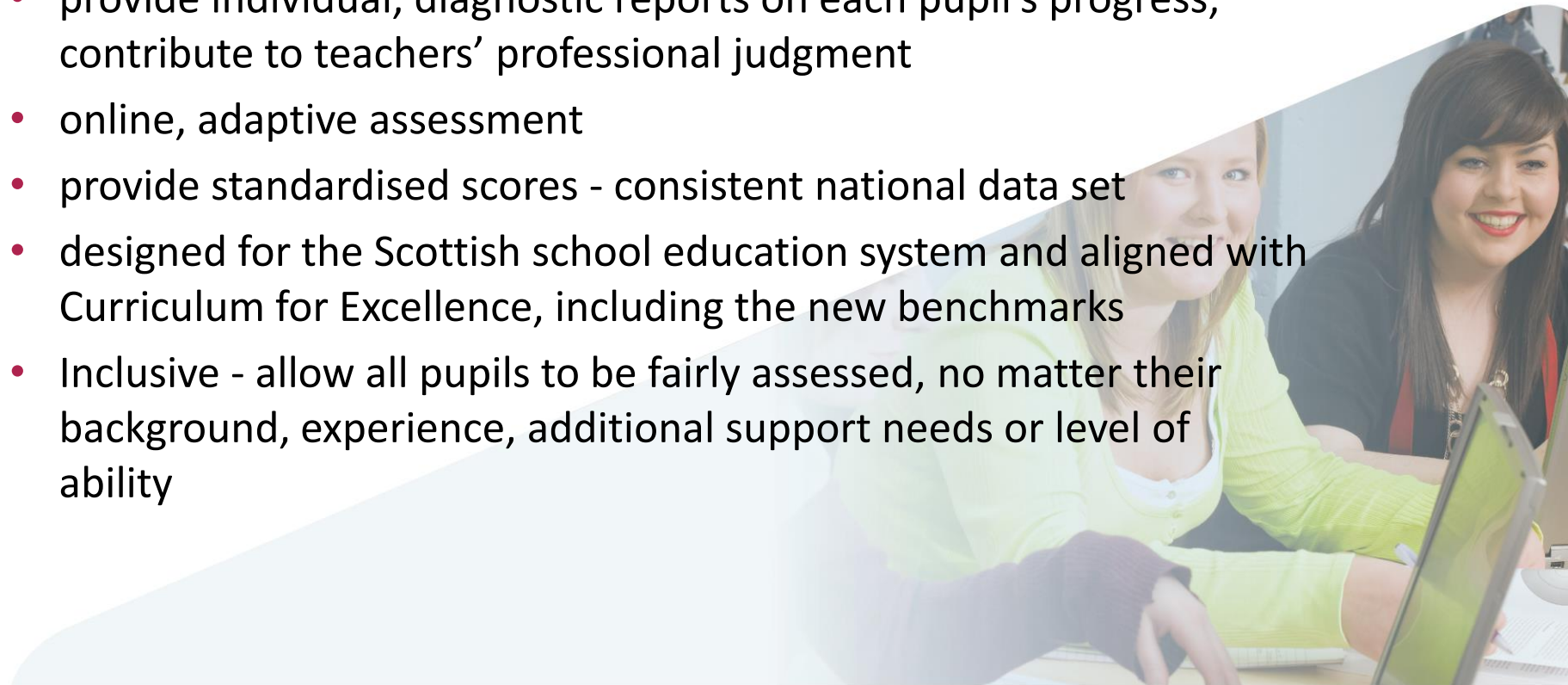
# SNSA Showcase: Teacher Panel

St Andrew's House  
Wednesday 14<sup>th</sup> June 2017



## Scottish National Standardised Assessments – Overview

- assess progress in skills in reading, writing and numeracy
- assess pupils in P1, P4, P7 and S3
- provide individual, diagnostic reports on each pupil's progress; contribute to teachers' professional judgment
- online, adaptive assessment
- provide standardised scores - consistent national data set
- designed for the Scottish school education system and aligned with Curriculum for Excellence, including the new benchmarks
- Inclusive - allow all pupils to be fairly assessed, no matter their background, experience, additional support needs or level of ability



## Design and development – selected processes

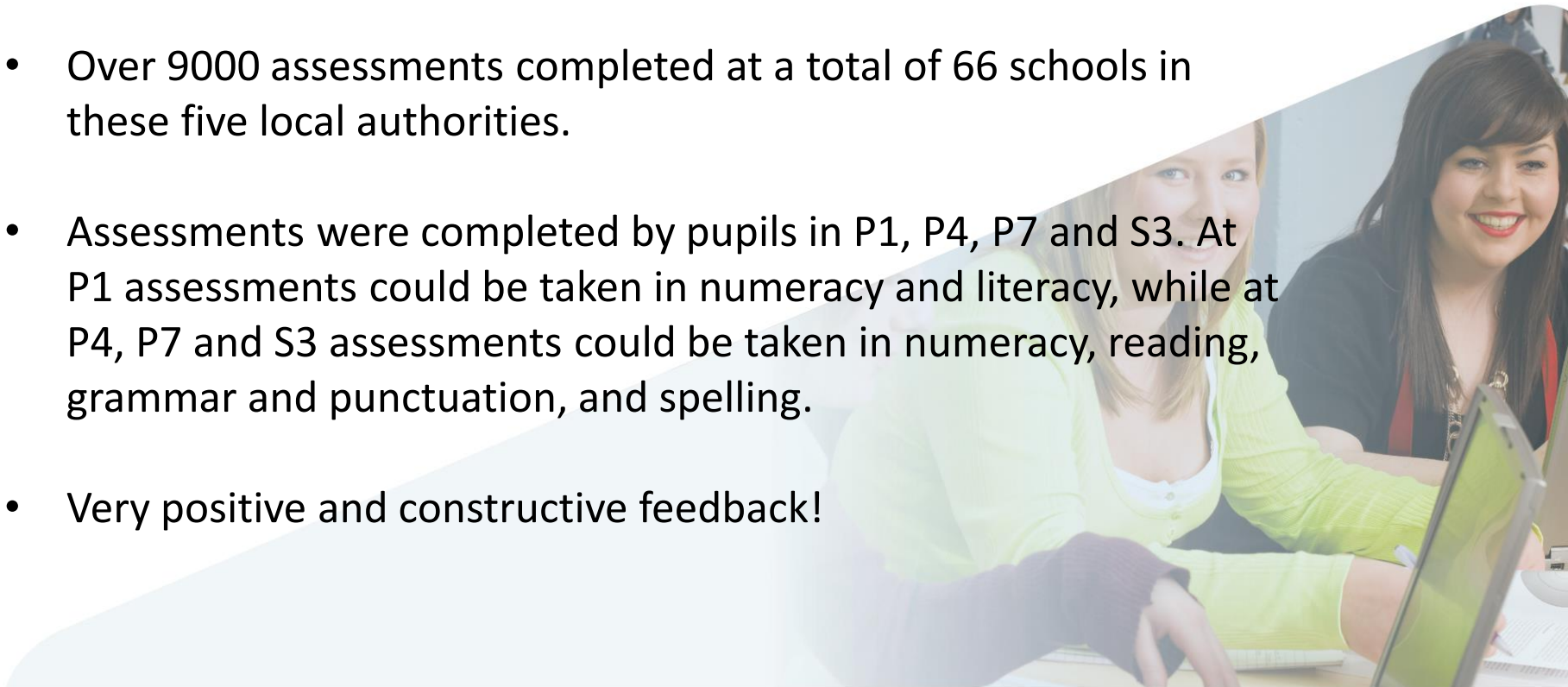
Content and Cultural assurance – Education Scotland	January – March 2017
Alignment of difficulty levels through school based pupil testing	January - February 2017
Technical testing	Dec 2016 - Feb 2017
Engagement with LAs and key stakeholders	February - May 2017
Training Programme for staff	April 2017 onwards
SNSA showcases and beta testing	June 2017
Implementation of SNSA	August 2017





## LA Trialling Process

- Local Authority Trialling ran from 13 February to 03 March 2017 in five local authorities: Fife, Stirling, Western Isles, Glasgow and South Lanarkshire.
- Over 9000 assessments completed at a total of 66 schools in these five local authorities.
- Assessments were completed by pupils in P1, P4, P7 and S3. At P1 assessments could be taken in numeracy and literacy, while at P4, P7 and S3 assessments could be taken in numeracy, reading, grammar and punctuation, and spelling.
- Very positive and constructive feedback!



## Stakeholder Engagement

- 31 Directorate team meetings April - May 2017
- 20+ Head Teacher briefings May - June 2017
- National Parent Forum of Scotland
- Professional Associations
- User Assurance Groups including ASN and academic representatives
- Directorate Phone calls (NIF)

## SNSA Showcases

- 24+ LA showcases including pupil based trialling June - August 2017
- Webinar to remote areas
- Beta testing programme with range of stakeholders

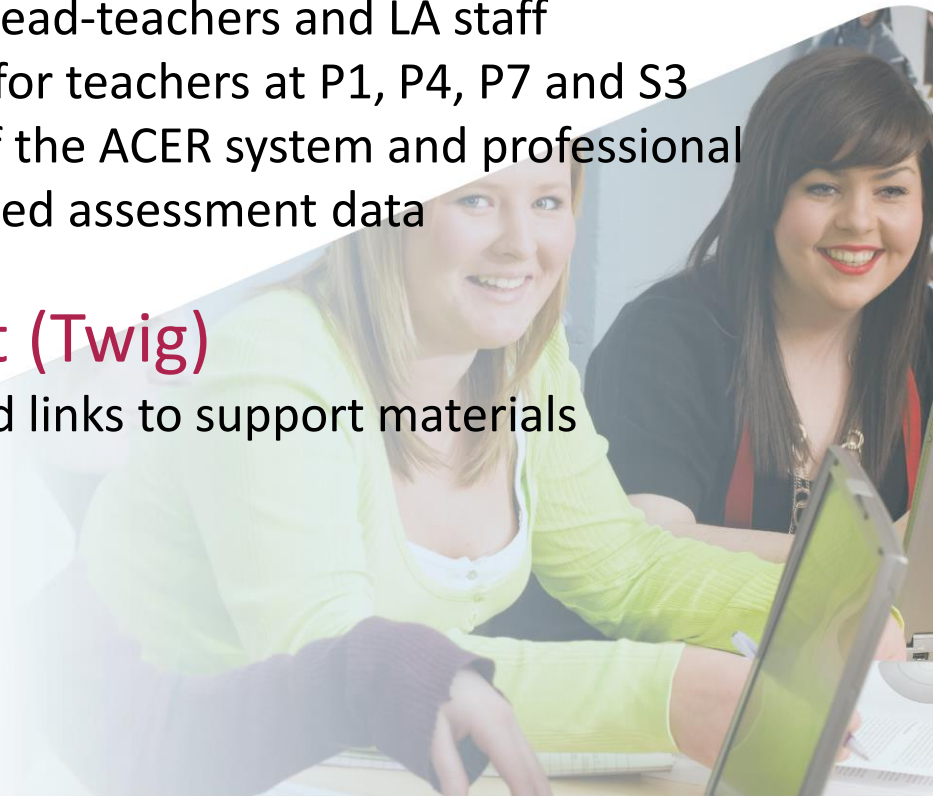


## Bespoke Training Programme (SCHOLAR)

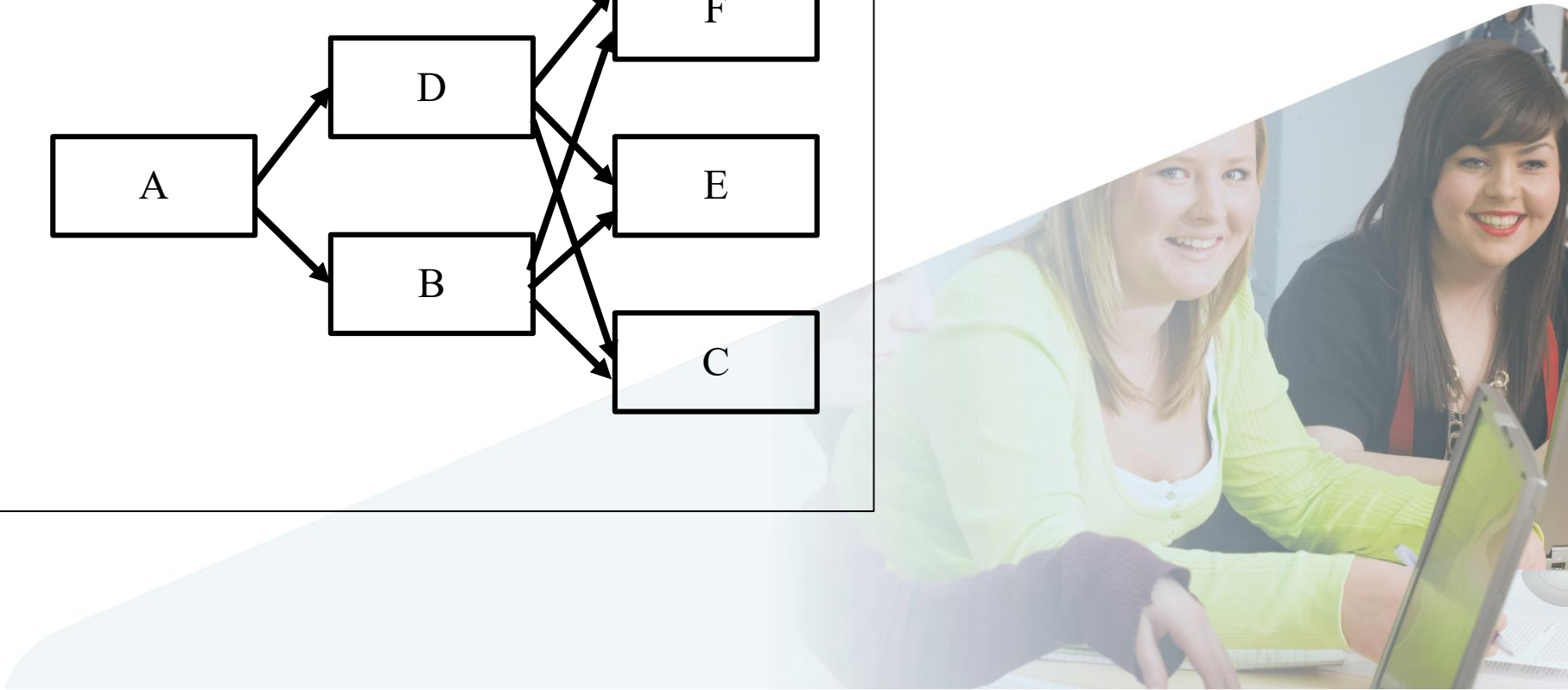
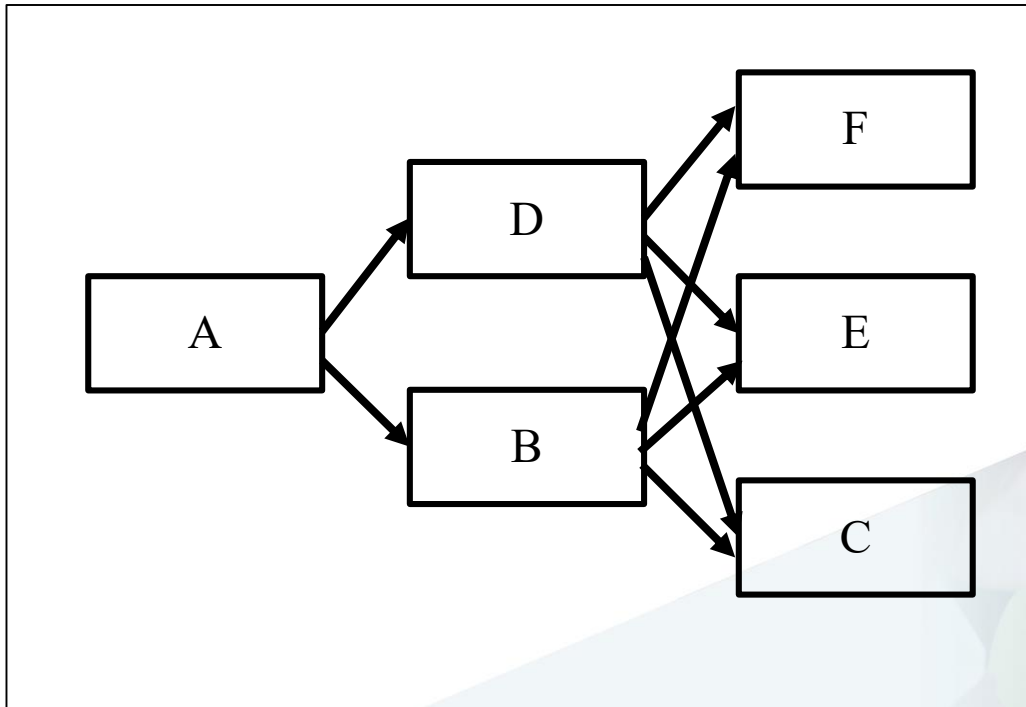
- a mixture of face-to-face and webinar remote delivery
- a number of 'flavours' of professional development materials adopted for the various stakeholders i.e. teachers, head-teachers and LA staff
- training and professional development for teachers at P1, P4, P7 and S3
- two broad phases: training in the use of the ACER system and professional development in interpreting standardised assessment data

## On-line and Help Desk support (Twig)

- SNSA website providing information and links to support materials
- 'Heart and Minds' video
- Help desk support from Glasgow



## Adaptive assessment design



## Assessment demonstration

- How to log in as a learner
- Accessing assessments
- Assessment navigation
- Assessment content
- Assessment branching

## Application demonstration

- How to log in
- SNSA platform menus
- Learner management
- Assigning assessments
- Assessment administration
- Help material and support



# Showcase Conclusion

- Overview
- Design and development
- Quality Assurance of SNSA
- LA Trialling Process
- Stakeholder Engagement
- SCHOLAR and Twig
- Assessment demonstration & application demonstration
- View of Reports

