

**EARLY PHASE CAREER OF NEWLY REGISTERED TEACHERS SUB-GROUP**

**MEETING 1**

**FRIDAY 10 MAY 2019, 1.00 PM, CONFERENCE ROOM 2E-01  
VICTORIA QUAY, EDINBURGH**

**AGENDA**

1. Welcome and introductions
2. Role and Remit of Group (EPCG/01/02)
3. Membership – to discuss and agree additional representation
4. Synopsis of available evidence on the Quality of Newly Qualified Teachers (EPCG/01/03)
5. Work plan and next steps
6. AOB
7. Date of next meeting

**EPCG Secretariat  
May 2019**

## **SBTE SUB-GROUP EARLY PHASE CAREER OF NEWLY REGISTERED TEACHERS**

### **ROLE & REMIT**

#### **Background**

The role of the Strategic Board for Teacher Education (SBTE) is to oversee and evaluate reforms to teacher education. It provides the key forum for national discussion related to the standards in teaching and teacher education. The Board works in a spirit of partnership, providing an open and frank discussion forum for members and engages with the teaching profession and other stakeholders.

At its February 2019 meeting the Board recognised the limitations on content that can be covered during Initial Teacher Education (particularly PGDE); the variability of experience by probationers whilst on the Teacher Induction Scheme or Flexible Route; and the need to consider how the offer of professional learning and support available to newly registered teachers in the critical early phase of their careers can be improved both to help ensure that teaching remains an attractive career while increasing post-qualification retention rates. To that end it was agreed that a sub-group of SBTE be established to explore opportunities for securing additionality to the provision that is currently available to both newly registered and post probation teachers.

#### **Role**

The sub-group will consider how newly registered teachers are supported to develop their skills further, following completion of Initial Teacher Education. The group will examine the role that the Teacher Induction Scheme and Flexible Route plays in supporting newly registered teachers as well as considering whether additional measures are needed to help post probation teachers develop their sense of agency and access high quality professional learning designed to meet their personal development needs.

The work programme of the sub-group will be in two phases:

- **Phase one** - will involve working with all key stakeholders to identify **what** changes are needed to further prepare newly registered teachers to enter the teaching profession as well as during the critical early phase stage of their career.
- **Phase two** - will consider **how** these findings should be addressed.

It will report to the Strategic Board for Teacher Education and its work programme will be informed by the stakeholder membership represented on the Board.

#### **Remit**

The sub-group will:

- Identify the associated challenges and issues impacting on the early career experience of post probation teachers and consider what additional actions are needed to support a collaborative approach amongst key stakeholders in identifying and addressing development needs particular to an individual teacher's professional circumstance.
- Consider how the support and learning for probationer teachers on the Teacher Induction Scheme (TIS) and Flexible Route can be strengthened to provide greater consistency in their journey towards achievement of the GTCS Standard for Full Registration.

- Identify and agree key areas of professional learning that all post probation teachers should be able to access.
- Draw on the views of probationers, early career teachers, senior education leaders and ITE establishments to help shape and inform the sub-group's recommendations for change to SBTE, taking into account the work currently underway to develop a range of career pathways in Scotland and the development of alternative routes into teaching.
- Develop an effective Stakeholder Engagement Strategy to ensure both awareness of and support for the work of the sub-group as it progresses.

## Membership

### Chair

Carrie Lindsay, Executive Director for Education & Children's Services at Fife Council and Regional Improvement Collaborative Lead for the South East Alliance

### Members

Barbara Coupar	SCES
Anne Paterson	Regional Improvement Collaboratives
Duncan Lawrie	Probationer, Madras College
Lesley Walker	Education Scotland
Sharon McLellan	AHDS
Ken Muir	GTCS
Jane Peckham	NASWT
Susan Quinn	EIS
Seamus Searson	SSTA
Barrie Sheppard	NPFS
Neil Taylor	SCDE
Jim Thewliss	SLS

### Officials

David Roy	Head of Teacher Education and Leadership
Kevin Hanlon	Initial Teacher Education
Fearghal Kelly	Professional Learning and Leadership
Stephanie Walsh	Teacher Workforce
Helen Reid	Group Secretary

## Secretariat

The Group will meet every 6 weeks to progress actions and agree next steps. Scottish Government will arrange meetings, collate, prepare and circulate papers and share the outcomes of the sub-group deliberations with the Chair within one week of each meeting.

## Timeline

### Phase One

- Undertake desk research and produce a synopsis of current evidence & activity – **end April**
- Convene first meeting of Group to agree remit and to scope its work plan – **early May**
- Update to SBTE on work of sub-group - **May**

- Present to Scottish Education Council on work of sub-group and proposed approach – **June (25th) TBC**
- Update to SBTE on work of sub-group – **September**
- Consultation on emerging findings and proposed next steps with key stakeholders: **September – November** (starting with input to Scottish Learning Festival)
- Presentation of findings to SBTE to inform Phase Two of work programme - **end November**

#### **Phase Two**

- Timeline to be agreed – **December 2019**

**SBTE Secretariat**  
**May 2019**

## SYNOPSIS OF AVAILABLE EVIDENCE ON THE QUALITY OF NEWLY REGISTERED TEACHERS

### Introduction

1. This paper attempts to summarise the key findings and recommendations from consultations that have been undertaken to consider both the quality and ongoing development needs of newly registered teachers. Whilst these vary in terms of scope and detail and cover a broad timescale, we have attempted to summarise their findings under the following key themes:

- Resilience and Well-Being
- Theory into Practice
- Level of Preparedness
- Teacher Induction Scheme (TIS) and post TIS

### Methodology

2. The following sources were reviewed for relevant information:
- [Teaching Scotland's Future \(TSF\)](#), December 2010 and [Evaluation of Teaching Scotland's Future, \(TSF\)](#), April 2016
  - Survey of Association of Heads and Deputies in Scotland (AHDS) members - Students and Probationers, February 2017
  - Scottish Government (SG) report – [Gathering views on probationer teachers' readiness to teach](#), November 2017
  - Feedback from the Association of Directors of Education in Scotland (ADES) Personnel Network on Quality of Probationers, April 2018
3. Whilst we recognise the conclusions reached within Teaching Scotland's Future (TSF), December 2010 are based on what is now old data, we have included the key findings and recommendations from the report as a baseline against which to measure progress, along with the findings from the evaluation of TSF that was completed in 2016.
4. The survey of AHDS members was undertaken in February 2017 and was accessed 420 times by their members.
5. The SG report (November 2017) was created using data collected from the 2015/16 cohort of probationer teachers via an on-line survey<sup>1</sup> and probationer supporters<sup>2</sup> and probationer managers<sup>3</sup> via semi-structured focus groups.
6. The ADES findings were compiled in April 2018, following a survey by COSLA of the ADES Personnel Network members, which represents all 32 local authorities.

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<sup>1</sup> All probationer teachers (2386) who completed the TIS in 2015/16 were included. **237** completed the online questionnaire, representing a response rate of **9%**. 139 (59%) Primary and 98 (41%) Secondary.

<sup>2</sup> Four semi structured interviews conducted with **24** probationer supporters in total

<sup>3</sup> Eight focus groups held with local authority probationer managers. **28** of 32 local authorities represented.

7. Also included are details of the recommendations contained within both TSF and the SG report as they relate to each of the key themes (**Annex A**); and a summary of progress made on the recommendations within TSF as captured in the TSF Evaluation report (**Annex B**).

### **Summary of Key Findings**

#### Resilience and Well Being

##### **Key findings**

- **Increasing lack of resilience amongst probationers.**
- **Selection procedures adopted by ITE institution are not consistent with GTCS guidelines, which is negatively impacting on the calibre of students entering ITE programmes.**
- **Quality and amount of mentoring/support offered by schools is variable.**

#### ADES

8. There is a lack of commitment of some probationers to the job and they are, at times, unwilling to make the extra effort that most experienced teachers demonstrate. A lot of time is spent explaining and supporting basics such as classroom organisation, but there is a lack of resilience even when feedback is constructive and given carefully. There is also a growing concern about mental health issues of probationers and students. Even good probationers are overwhelmed by what is expected of them.
9. Staffing shortages impact on the quality and amount of mentoring/support some schools can offer. Increasing numbers of probationers are resigning from posts as they feel the job is not what they thought it was going to be. Dealing/engaging with parents can be very difficult for probationers who have very little experience. Probationers attending twilight CPD courses can have long working weeks depending on what is happening in school, which can negatively impact on morale.
10. There is an increasing prevalence of students on retrieval. When feeding back to the Universities that these students are failing, local authorities are being told not to discuss this with the student or grade them as a failed placement. This will be done by the University.

#### Theory into practice

##### **Key Findings**

- **Teacher education should be seen as a continuum from ITE through to Career Long Professional Learning (CLPL).**
- **Concerns raised over the ‘quality’ ‘understanding of responsibilities’ and ‘attitude’ of students. More practical strategies in relation to class management and time spent in the classroom needed as part of ITE.**
- **Better understanding of ITE programme content also needed by probationer managers to better support probationer teachers’ professional learning.**

## TSF

11. Teacher education should be seen as and should operate as a continuum, spanning a career and requiring much better alignment across and much closer working amongst schools, authorities, universities and national organisations.
12. The evidence reflected in TSF demonstrated that the current components of the early phase of a teacher's professional learning did not, as currently configured, address well enough or consistently enough this challenge.
13. The evidence gathered indicated that recently-qualified teachers, probationers and students were generally satisfied with their experience in initial teacher education and induction but that new teachers commonly raised two particular concerns: many felt that there were some significant specific gaps in their skills and knowledge which sometimes left them feeling under-prepared for their induction year; and there was a lack of continuity within and beyond their programme of initial teacher education.
14. Some also reported that the content of the induction programme at local authority level did not build on their prior learning effectively. Whilst some of what has been learned in initial teacher education did need to be revisited, in some cases this was simply being repeated.

## TSF Evaluation

15. To help to positively impact on the level of preparedness of probationary teachers, the evaluation of TSF highlighted that more was needing to be done to incorporate more practical strategies into ITE, particularly in relation to behaviour management.

## AHDS

16. 75% of responses given indicated that the experience of hosting student teachers on placement had given cause for concern and that the quality of students over the previous two years had decreased or decreased markedly. The main concerns given included 'student quality' 'understanding of responsibilities' and 'attitude.' In many cases, the first two of these reasons were attributed to students spending a small amount of time in class as part of teacher training, which resulted in their lack of readiness/ability to lead and control a class. Comments on attitude were mainly concerned about the lack of willingness to see that the role extended beyond the class or core hours.

## SG

17. Some probationer teachers reported feeling that ITE is too theoretical, making the transition into practice difficult. Comments from the probationer supporters and managers suggest that partnership working between local authorities and ITE providers could be further improved. Probationer managers indicated they would like a better understanding of ITE programmes to enable them to support probationer teachers' professional learning and help them to put the theories of learning explored during ITE into practice in a new context during the TIS.

ADES

18. Time spent in class during ITE, should be increased to develop practical skills for teaching as well as increased input and emphasis on learning and teaching methodologies.



## Level of preparedness

### Key findings

- **Quality of probationers is perceived to be decreasing with lack of understanding of the role of the teacher and gaps in knowledge and understanding of the curriculum specifically highlighted.**
- **More classroom support needed by probationers to deliver lesson planning and classroom management.**
- **Knowledge gaps reported in key pedagogical skill areas, such as phonics and reading.**
- **Two thirds of primary probationer teachers indicated they would like more support in numeracy, health and wellbeing (HWB), equality and data literacy; and more than half of secondary probationer teachers indicated they would like more support in HWB and equality.**

### AHDS

19. Over half of the responses indicated that the experience of hosting probationer teachers had given cause for concern and that the quality of probationers over the previous two to five years had decreased or decreased markedly. As with student teachers, the main concerns given included 'student quality' 'understanding of responsibilities' and 'attitude.'
20. There is a need to provide more classroom support for probationers particularly in skills which would previously have been expected to be developed during ITE – classroom management, lesson planning, discipline, curriculum understanding etc. Some of these comments linked the problems to the placement experiences had by probationers when students. Additional issues highlighted in response to quality of probationers included the need for:
- a more reflective approach to practice
  - a better balance between theory and practice in ITE
  - an increase in placement time for students early in their course
  - an increase in pupil contact time for probationers at the probation year progresses
  - appropriate staffing to support [students and] probationers
  - greater consistency of expectations amongst providers
  - improvements in [student and] probationer literacy skills

### SG

21. Probationer teachers expressed the view that that they were highly confident in their readiness to teach in all area of the curriculum, and probation managers and probationer supporters also thought probationer teachers displayed confidence in their readiness to teach.
22. Probationer teachers expressed some concerns regarding knowledge gaps in key areas, particularly in the teaching of phonics and reading, and some mathematical concepts.

23. Probationer supporters reported that probationer teachers were focused on getting to grips with the curriculum, resulting in them not being as well prepared to address equality. The focus on equality during ITE was also commented upon by probationer supporters, with some feeling that lack of preparedness was because of the lack of focus in ITE on additional support needs and how to work with children that have specific needs.
24. 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. They also 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.
25. 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.
26. Probationer teachers reported feeling overwhelmed with the day to day complexity and demands of the 'job' and in some cases probationer teachers were using the dedicated 0.2 FTE for professional learning for activities such as planning and marking.
27. Probation supporters commented that probationer teachers have a limited knowledge about how to use data to inform professional judgement of pupils' progress but agreed 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.
28. 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%).

#### ADES

29. Schools are identifying large gaps in students' knowledge and understanding of the role of a teacher as well as definite gaps emerging in their knowledge of curriculum areas.
30. Mentors and schools identified lack of preparation for students to take full responsibility for a class or classes in their probation period and requiring continued support as if they were still students. Most evident was the lack of competence in managing the behaviour of children and young people. Those entering the probation phase have little knowledge of the curricular areas and progression. It is felt this is as a result of core curricular subjects being an elective in University and students having to select either literacy or numeracy or HWB, with the result that they have only investigated one core subject in detail.

### Key Findings

- **Greater consistency needed in terms of the placement experience**
- **Respective roles and responsibilities in assessing the performance of probationers needs clarified.**
- **Professional learning for mentors is needed to support probationers through the TIS, particularly in relation to the development of key pedagogical skills.**
- **Phasing of class contact time over the probation year should be considered, based on the capacity and capability of the individual probationer.**
- **Structured approach needed to support ongoing professional development beyond the induction year.**

### TSE

31. Reference made to:

- the limited support offered in specific subjects where there is a lack of experienced subject teachers within a school.
- role of mentor needing to be considered in helping to develop reflective practice in new teachers.
- greater consistency needed in the assessment of standards or practice across the system.
- ongoing support beyond the probationary year. Examples of ways in which this could be applied were mentoring, linkage between ITE and career paths, universities providing CPD for years 2-6 or continued association between university staff and school staff for development.
- greater levels of collaboration with local authorities, clusters and schools working more closely with universities to develop a lifelong professional learning pathway.

32. Data from the Teacher Questionnaire suggested that key areas for improvement in the probation/induction stage included continued contact with university staff and further accredited study. Respondents expressed the lowest levels of satisfaction with these two aspects of professional development.

33. Some probationers also commented that they did not want to challenge or disagree with their mentor, even when they disagreed with their teaching approaches, for fear of any repercussions. A few new teachers reported that a priority for them in successfully completing their induction year was maintaining a positive relationship with their mentor.

34. There is a need for more flexibility in deciding what is appropriate class contact time in the later stages of the induction year, matched to the needs of each individual probationer. Even the most capable new teacher is still at the beginning of the journey of professional development. The evidence and research suggests that investing time for professional development, reflection and learning with experienced teachers within the induction year is a critical factor in its success.

35. The overall level of non-contact time in the induction scheme should build more directly and progressively from initial teacher education. Use made of this time should allow greater flexibility and personalisation.
36. Flexible staffing models for initial teacher education, induction and CPD should be developed by local authorities and the universities to allow movement of staff to improve coherence and help to achieve the aspiration of teaching being a research-informed profession.
37. Early career teachers should continue to benefit from mentoring beyond induction. additional support should be provided by senior managers within schools and local authorities to ensure appropriate progression as part of the CPD and profession review and development (PRD) process.

#### TSF Evaluation

38. The evaluation highlighted that further clarification and agreement was needed in relation to the respective roles of the school and the university in assessing the performance of probationer teachers. The report also highlighted that support for probationers to further develop key pedagogical skills was needed and that probationer supporters should have the necessary mentoring and coaching skills to help them to achieve that.

#### SG

39. The majority of probationer teachers indicated they had had a very positive experience and had continued their learning journey through additional opportunities and collaborative learning. However, a few probationer teachers reported a less positive experience and felt this had a detrimental effect on their level of confidence to enter the teaching profession.
40. 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 and benefited from partnership working, both within and out with schools to support their own and their pupils' learning.
41. It was recognised that probationer teachers have a limited time to develop the full range of skills and abilities demonstrated by highly skilled teachers. 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.
42. Probationer supporters were seen as one of the key aspects that "make a difference" and 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 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.

43. As recommended within TSF, all teachers should see themselves as teacher educators and be trained in mentoring. 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. 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.

## RECOMMENDATIONS IN TSF AND SG REPORT ON GATHERING VIEWS ON PROBATIONER TEACHERS' READINESS TO TEACH

Detailed below are the recommendations that are reflected in both TSF and the SG report on '*Gathering views on probationer teachers' readiness to teach*' as they relate to each of the 4 key themes:

### Resilience and Well-Being

- No specific actions were raised under this theme.

### Theory into Practice

#### SG

- 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
  - include more practical examples in delivering aspects of the curriculum
  - 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.
  - consider which aspects of elective programmes of study may be most useful in becoming part of mainstream programmes

### Level of Preparedness

#### TSF

- Mechanisms for approving initial teacher education programmes, led by the GTCS, will need to include ways in which induction is being built into the overall experience, as partners work together to reconceptualise the early phase of teacher education.
- Early career teachers should continue to benefit from mentoring beyond induction. Additional support should be provided by senior managers within schools and local authorities to ensure appropriate progression as part of the CPD and PRD process.
- A greater range of CPD should be formally accredited. Masters level credits should be built into initial teacher education qualifications, induction year activities and CPD beyond the induction year, with each newly-qualified teacher having a 'Masters account' opened for them.

#### SG

- Consider the skills progression of probationer teachers, in particular related to developing resources to support the learning needs of all young people.
- Undertake further research into the differing perceptions about the probationer teachers readiness to teach.
- 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.

## Teacher Induction Scheme (TIS) and post TIS

### TSE

- In order to improve continuity and coherence for new teachers, university-based teacher educators should have a role in the development and delivery of induction schemes.
- The overall level of non-contact time in the induction scheme should build more directly and progressively from initial teacher education. The use made of the time should allow greater flexibility and personalisation.
- Flexible staffing models for ITE, induction, and CPD should be developed by local authorities and universities to allow movement of staff and dual appointments.
- School-based placements should be in schools which meet quality standards. They should provide an effective professional learning environment and the capacity to mentor and assess student teachers
- Induction experiences should build progressively from initial teacher education into the early professional years with the key components being developed in partnership by local authorities, the GTCS and the universities. There should be maximum opportunities within the induction scheme for new teachers to tailor and personalise the content to meet their own professional learning needs. It is critical to instil a desire to own, lead and be responsible for CPD, rather than having it 'done to you', from the outset of a teacher's career.
- The flexible route to achieving the standard for full registration should include access to CPD and structured support. This needs to be led and coordinated by local authorities who choose to employ flexible route probationers.
- Experienced teachers already formally assess new teachers within the induction scheme and take prime responsibility for assessing students on placement. Appropriate guidance on and moderation of standards, quality assurance and appeals processes need to be built in to ensure transparency, equality and fairness for all.

### SG

- Review the support for coaching and mentoring for probationer teachers and probationer supporters during the TIS placement.
- 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. Extend partnership working between local authorities and ITE institutions through the proposed regional improvement collaboratives in Education Governance: next steps (2017)



## UPDATE ON PROGRESS MADE – EVALUATION OF TSF, 2016

- **Teachers are more engaged with professional learning.** Several inter-related aspects to this increased engagement: heightened awareness of the importance of professional learning; a move away from a conception of professional learning as “going on a course” and a broader understanding of the range of professional learning activities; increased ownership by individual teachers of their CLPL; and an increased focus on learning relevant to a teacher’s own particular development needs.
- There is a **greater focus on the impact of professional learning on pupils.** Decisions about what professional learning to undertake are now more likely to involve a consideration of the needs of the individual pupils that a teacher is working with.
- There is a consensus that **teachers are engaging in professional dialogue more often** and that there has been a cultural shift towards more openness, sharing of experience and willingness to talk about pedagogy.
- There is a **greater willingness to try new approaches.** One important marker of the change in culture is that a sizeable minority of teachers (41%) say that they try new teaching practices and strategies more often than they did five years ago (40% say they try them the same amount and 18% say they try them less often).
- In addition to this cultural shift, there have been a number of specific improvements to teacher education at all stages.
- At the ITE and early career stage, partnerships between LAs and universities have developed further, and support for students on placement and probationary teachers has improved.
- In relation to CLPL, the proportion of teachers reporting that they face barriers in accessing professional learning has greatly decreased in the last five years, from 68% in 2010 to 42% in 2015. This is, in part, due to their increased participation in a wider range of different professional learning activities and, in particular, an increase in collaborative working and in-school activity.
- There has also been a substantial increase in the number of teachers participating in mentoring/coaching and indications of an increased interest in, and increased provision of, professional learning opportunities to develop mentoring and coaching skills.
- Although there was already a considerable focus on leadership prior to TSF, it has increased further and teachers (at all career stages) are more aware of opportunities to develop their leadership skills. The new GTCS Standard for Leadership and Management has helped clarify the pathway for formal leadership positions. Leadership skills are the main focus for head teachers.”

CLPL and they reported that both the range and the number of high quality CLPL opportunities available to them have increased over the past five years.