

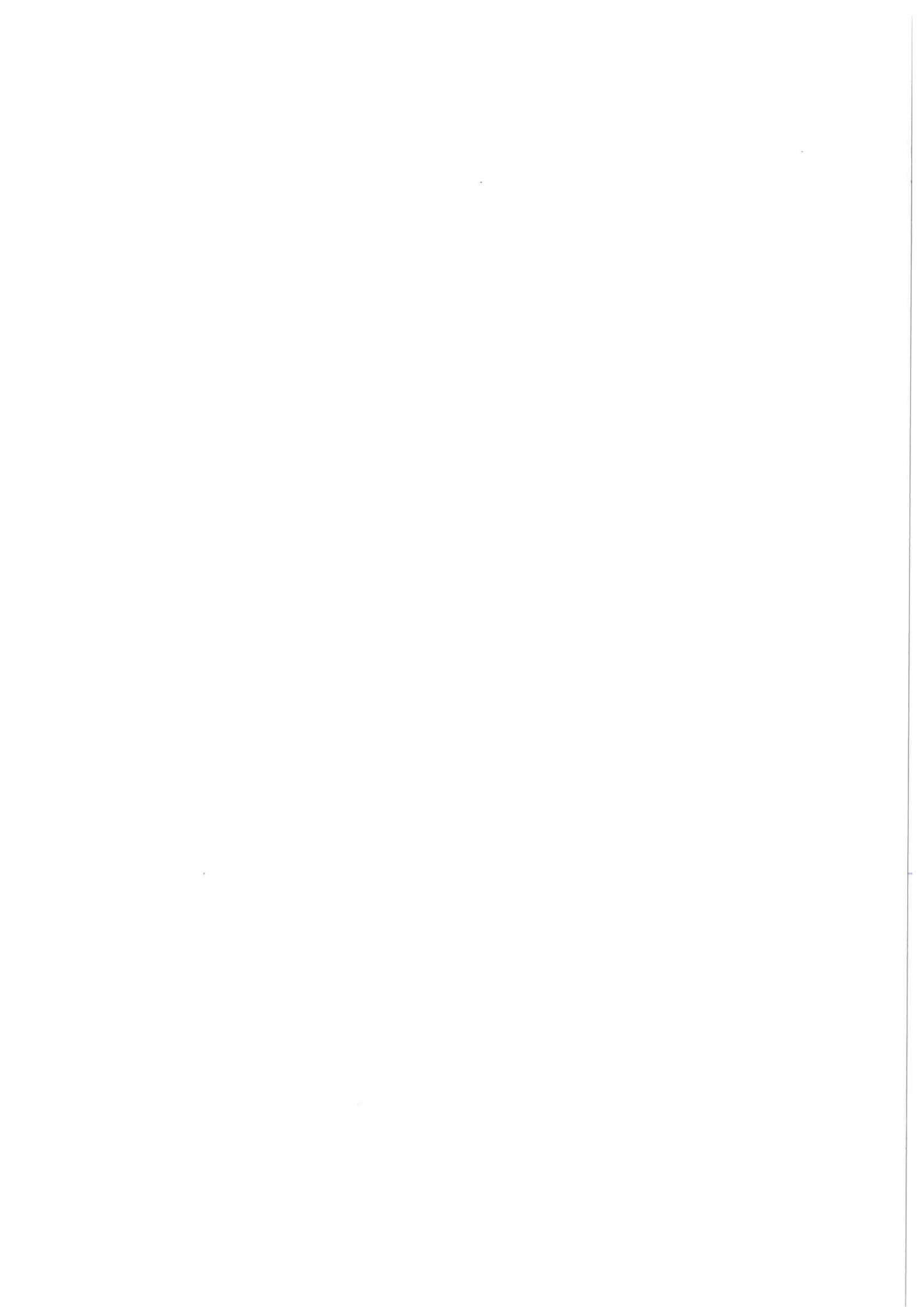
STRATEGIC BOARD FOR TEACHER EDUCATION : MEETING 14
WEDNESDAY 22 MAY 2019: 10.00 – 12.00
DUNDEE CITY COUNCIL, COMMITTEE ROOM 1, 14 CITY SQUARE, DUNDEE
DD1 3BY

AGENDA

1. Welcome and Introductions
2. Previous minutes (13 February 2019) (SBTE/14/02)
3. Early Phase Career of Newly Registered Teachers
 - a) Update on Early Phase Career Sub-group (SBTE/14/03)
 - b) Northern Alliance support for new ITE graduates in the probation year (SBTE/14/04 & SBTE/14/05)
4. Professional Learning
 - a) Education Scotland – Building Coherence & Supporting System Change - (SBTE/14/06)
 - b) Professional Association offer - (SBTE/14/07)
 - c) Update on work of Masters Working Group - (SBTE/14/08)
5. Update on changes to Scottish Learning Festival 2019 (SBTE/14/09)
6. Work Plan and Action Tracker (SBTE/14/10 & SBTE/14/11)
7. AOB
8. Date of next meeting

For Information

1. Curriculum and Assessment Board update (SBTE/14/12)
2. Scottish Education Council update (SBTE/14/13)
3. Diversity in the Teaching Profession Report – update on recommendations (SBTE/14/14)
4. Headteacher Recruitment Working Group Report – update on recommendations (SBTE/14/15)
5. Probationer Allocations (SBTE/14/16)



Meeting date: **22.05. 2019**
Agenda item: **3a**

Purpose: **For discussion**

TITLE: **Early Phase Career of Newly Registered Teachers**

- Key Issues:
- **Phases programme of work involving working with key stakeholders**
 - **Need to identify challenges and issues impacting on early career experience**

Action Required: **SBTE is invited to note the remit agreed at the first meeting of the SBTE Sub-group on Early Phase Career of Newly Registered Teachers.**

Authors: **Kevin Hanlon**
Date: **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
Andrew Griffiths	Regional Improvement Collaboratives
Gillian Hamilton	Education Scotland
Sharon McLellan	AHDS
Ken Muir	GTCS
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**

Meeting date: **22.05. 2019**
Agenda item: **3b**

Purpose: **For discussion**

TITLE: **Sustaining Education in the Northern Alliance**

Key Issues:

- **Recruitment and Retention of Teachers in Rural Schools**

Action
Required: **SBTE is invited to discuss:**

The challenges associated with supporting ITE, probationers and ongoing professional development in rural education settings.

Authors: **Maxine Booth, Lead Officer Sustaining Education, NARIC**
Anne Paterson, Chief Education Officer, Argyll and Bute
Date: **May 2019**

Rural Education

1 Introduction and Background

- 1.1 A 'rural school' is defined as those located within any of the three 'rural' categories in table 1 below. This means that a school which, according to the Urban / Rural Classification, is in a settlement of fewer than 3,000 people is classified as a "rural school".
- 1.2 38% of Scottish schools are classified as rural, 51% of the rural schools are within the Northern Alliance.

Table 1

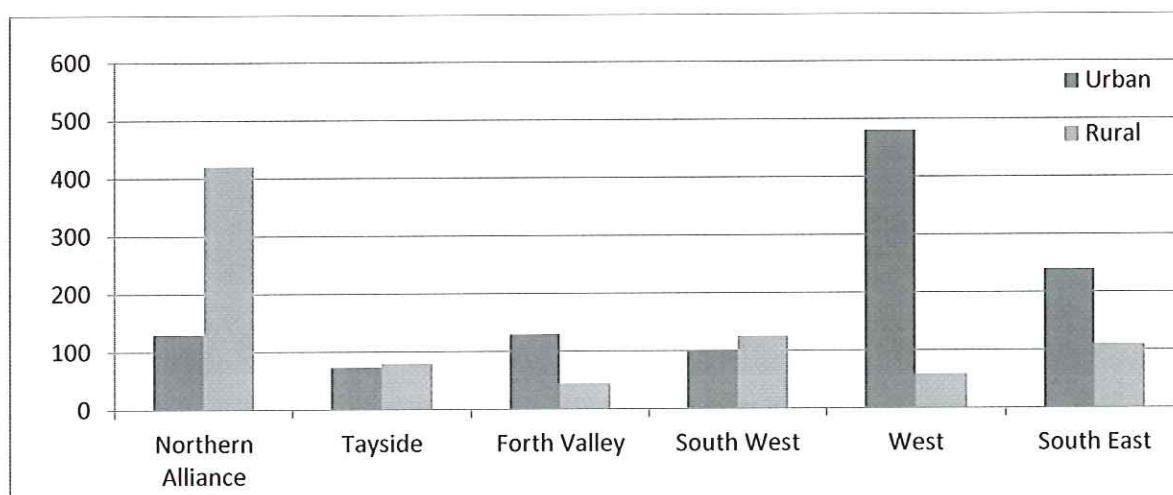
Accessible Rural	Areas with a population of less than 3,000 people, and within a 30-minute drive time of a settlement of 10,000 or more.
Remote Rural	Areas with a population of less than 3,000 people, and with a drive time of over 30 minutes but less than 60 minutes to a settlement of 10,000 or more.
Very Remote Rural	Areas with a population of less than 3,000 people, and with a drive time of over 60 minutes to a settlement of 10,000 or more

- 1.3 The Northern Alliance Regional Improvement Collaborative has 434 schools which are classified as rural, this represents 74% of all N.A. schools. Table 2 below shows the classification for each authority.

Table 2

Local Authority	Rural	Accessible	Remote Rural	Very Remote Rural
Aberdeen City	Nil	Nil	Nil	Nil
Aberdeenshire	118	80	34	4
Argyll and Bute	68	4	6	58
Eilean Siar	21	Nil	Nil	21
Highland	151	24	33	94
Moray	29	16	12	1
Orkney	19	Nil	Nil	19
Shetland	28	Nil	Nil	28

- 1.4 This landscape is vastly different to that of the other RICs, see chart below which shows the categories of all primary schools within a two-fold classification.



- 1.4 102 schools in the N.A have a roll of 25 pupils or less, as shown in Table 3 below. This has a direct impact upon the experiences of both the teaching staff and the pupils.

Table 3

Local Authority	Roll of 25 or under	Categories
Aberdeen City	2	Urban
Aberdeenshire	15	4 Accessible Rural 9 Remote 2 Very Remote Rural
Argyll and Bute	31	1 Accessible Rural 2 Remote 28 Very Remote Rural
Eilean Siar	5	Very Remote Rural
Highland	36	2 Accessible Rural 4 Remote 30 Very Remote Rural
Moray	4	Remote Rural
Orkney	3	Very Remote Rural
Shetland	12	Very Remote Rural

- 1.5 Within the Northern Alliance there are 4611 members of teaching staff in primary education of which 284 are probationers. In secondary education there are 4337 members of teaching staff and 156 of which are probationers.

	Permanent	Temporary (1)	Of whom, probationer induction scheme

Northern Alliance	3,880	731	284
	Permanent	Temporary (1)	Of whom, probationer induction scheme
ACC	726	113	60
ABSHIRE	1179	176	83
ARGYLL & BUTE	325	98	26
WESTERN ISLE	126	35	5
HIGHLAND	921	198	70
MORAY	377	61	30
ORKNEY	93	24	4
SHETLAND	133	27	6

Teachers in Primary Education within the Northern Alliance

	Permanent	Temporary (1)	Of whom, probationer induction scheme
Northern Alliance	3,777	567	156
	Permanent	Temporary (1)	Of whom, probationer induction scheme
ACC	627	89	28
ABSHIRE	1081	125	40
ARGYLL & BUTE	376	43	11
WESTERN ISLE	132	25	9
HIGHLAND	967	197	46
MORAY	344	58	16
ORKNEY	109	16	3
SHETLAND	140	13	4

Teachers in Secondary Education within the Northern Alliance

2 Implications

- 2.1 The main focus is raising attainment for all (NIF 2016). Whilst there is much documented regarding the poverty attainment gap, there seems to be less so relating to research of a rural attainment gap, if indeed this exists.
- 2.2 Authorities have often been unsuccessful in recruiting teaching staff to deliver education in rural settings and in some situations, this has in some instances

resulted in schools being given mothball status, Longhaven School in Peterhead, Aberdeenshire was mothballed in 2018 after adverts failed to attract staff, the 5 remaining pupils had to be placed in the nearest local schools. Argyll and Bute had to revert to mothball status in October 2018 at Minard Primary due to not being able to recruit staff, the remaining three pupils having to be educated at another setting.

- 2.3 There is an increasing challenge to recruit and retain staff in rural settings. Some authorities, including Dumfries and Galloway, recruit Headteachers to lead and manage up to three schools as a managed policy whilst other authorities' dual schools as a solution when the recruitment process has not succeeded in filling posts successfully. It is not only recruiting promoted posts to rural schools that is difficult but also teaching staff.
- 2.4 Rural schools with small numbers of pupils on roll changes the teaching dynamic requiring teachers to be highly adept in managing the curriculum, differentiation and assessment for pupils from primary 1-7 in one or just two classes to ensure an educational benefit is maintained. Due to the staffing complement within these establishments the opportunities for collegiate and stage partner working requires carefully planning with local schools and increased use of digital resources to allow online communities, however some rural settings also have connectivity difficulties. There are schools on remote Islands within the Northern Alliance that must close and alter their school day arrangements to allow teaching staff to attend professional development courses. A one-day course requires three days out of school due to the travel time necessary.

3 Recommendations and Discussion Points

- 3.1 There must be a greater importance placed on professional development for those delivering education within rural schools both within initial teacher training and for continued professional development.
- 3.2 Place is a strong factor in relation to recruiting and retaining rural teachers and developing teacher agency. The supportive community, staff and parents impacted on the positive approach that many teachers experience in developing their teacher agency. An important part of the geography of rural schooling are questions concerning rural teacher education (Corbett 2015).

Long et al (2017) state that only an agentic teacher can fulfil the requirements of the vocation of teaching in a transformative way. Systems can often disable teachers to be agentic about the care and well-being of individual pupils and to be flexible in delivery of a customised curriculum.

It is essential that the system surrounding rural education supports teacher agency and brings an agentic approach to teaching in rural schools.

- 3.3 Whilst there is a definition of rural schools and legislation to safeguard sustainability, there is little research available in relation to the experience of

learning and teaching in rural Scotland. Much of the research work available is from Australia and America.

The last research with a focus on Scotland was from 2007, dealing with leadership of small rural schools. This is an area that requires a research focus.



SUSTAINING RURAL EDUCATION PREPARING OUR WORKFORCE

Anne Paterson

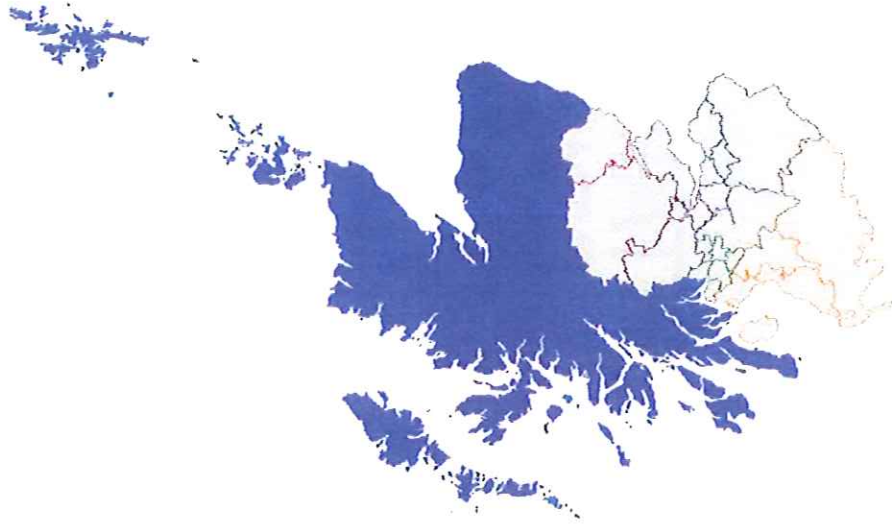
Head of Education: Lifelong Learning and Support

Chief Education Officer

Argyll and Bute



Northern Alliance



51% of rural schools
in Scotland are within
the Northern Alliance.



What is Rural Education

- Somekh (1995), Sher (1981) Corbett (2018)

There is no single definition of rural.

- Corbett (2018)

*Main classification is “how far you live from a big place”
International classifications all vary in classification of big place.*

- Brown and Schaft (2011)

Where the place is, what the landscape is like, who is there, how densely packed, what people do?



Big Challenge Recruitment and Retention of quality staff

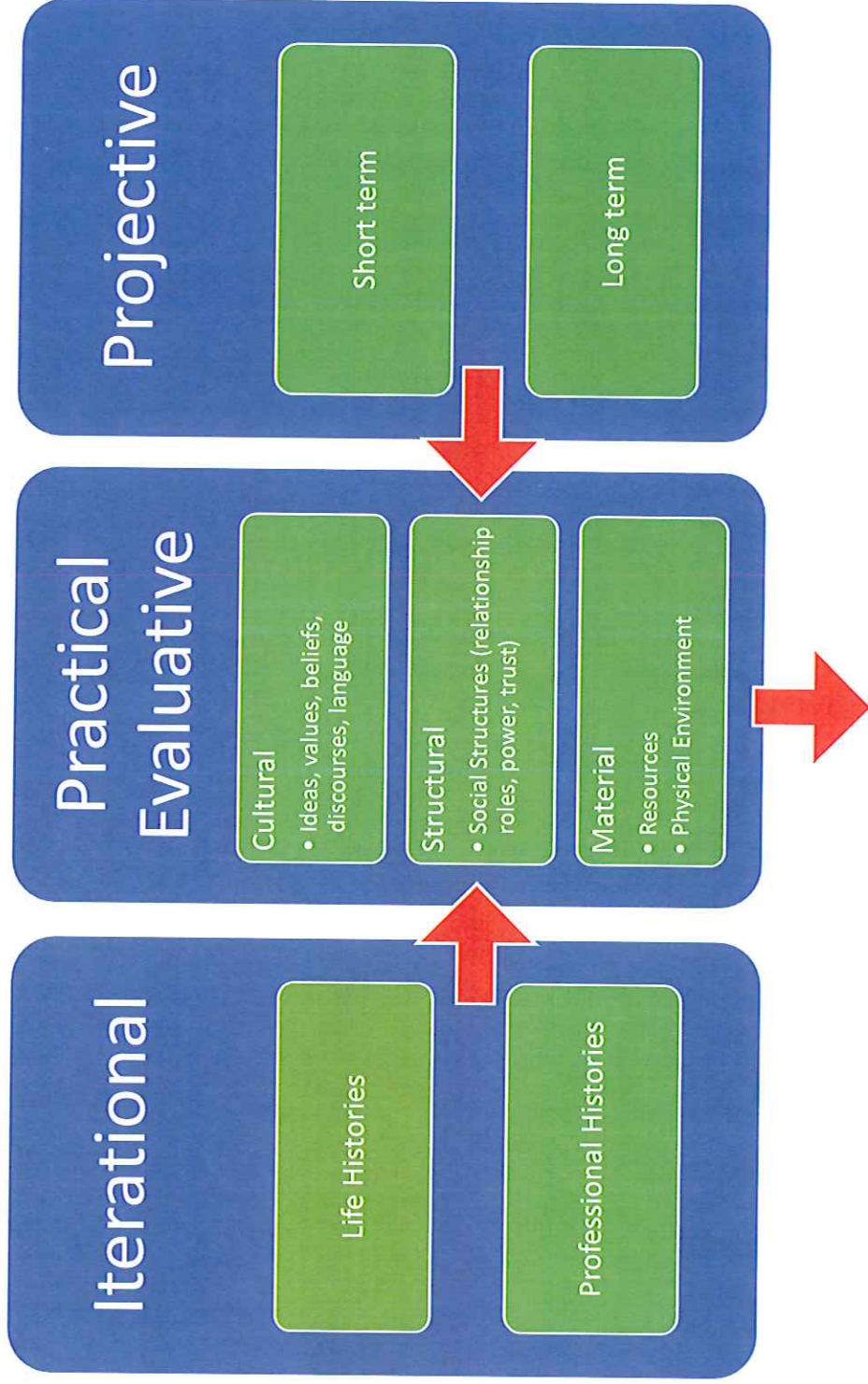


2018 Research with NQT

- Developing an understanding of how newly qualified teachers gain experience to allow them to become highly effective teachers within a rural education setting.
- Explored by reviewing their developing teacher agency.
- A structured approach to the enquiry focused on how the impact of previous life histories, current placement and future views affected the decision to work and commit to a career in rural schools.

Teacher Agency

Model for ecological Agency (Priestly, M, Biesta, G and Robinson, S, 2015: 30)





What knowledge and understanding of rural education have you brought to the probation year?

Triad Map

Consider Skills / knowledge / Approach / Attitude

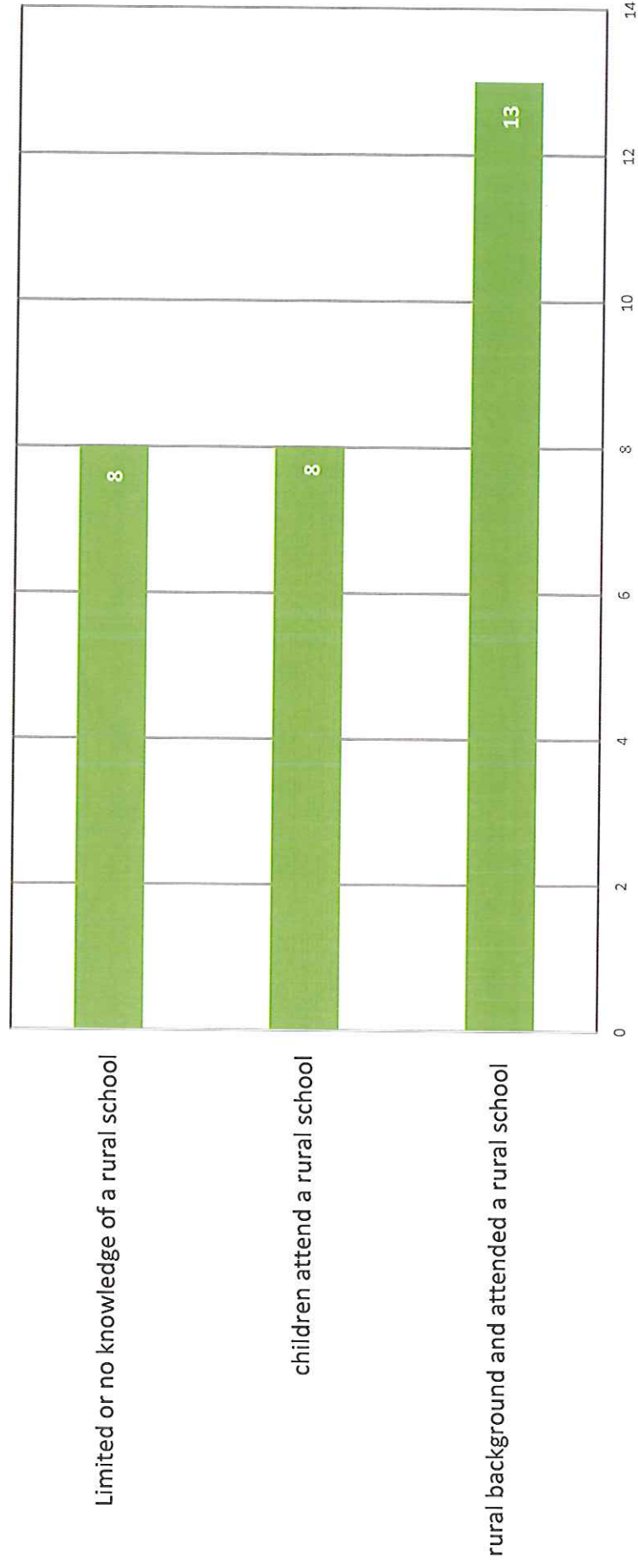
During your probation what has supported your development as a rural teacher?

In the future what sort of teacher would you aspire to be?





Iterational Life History



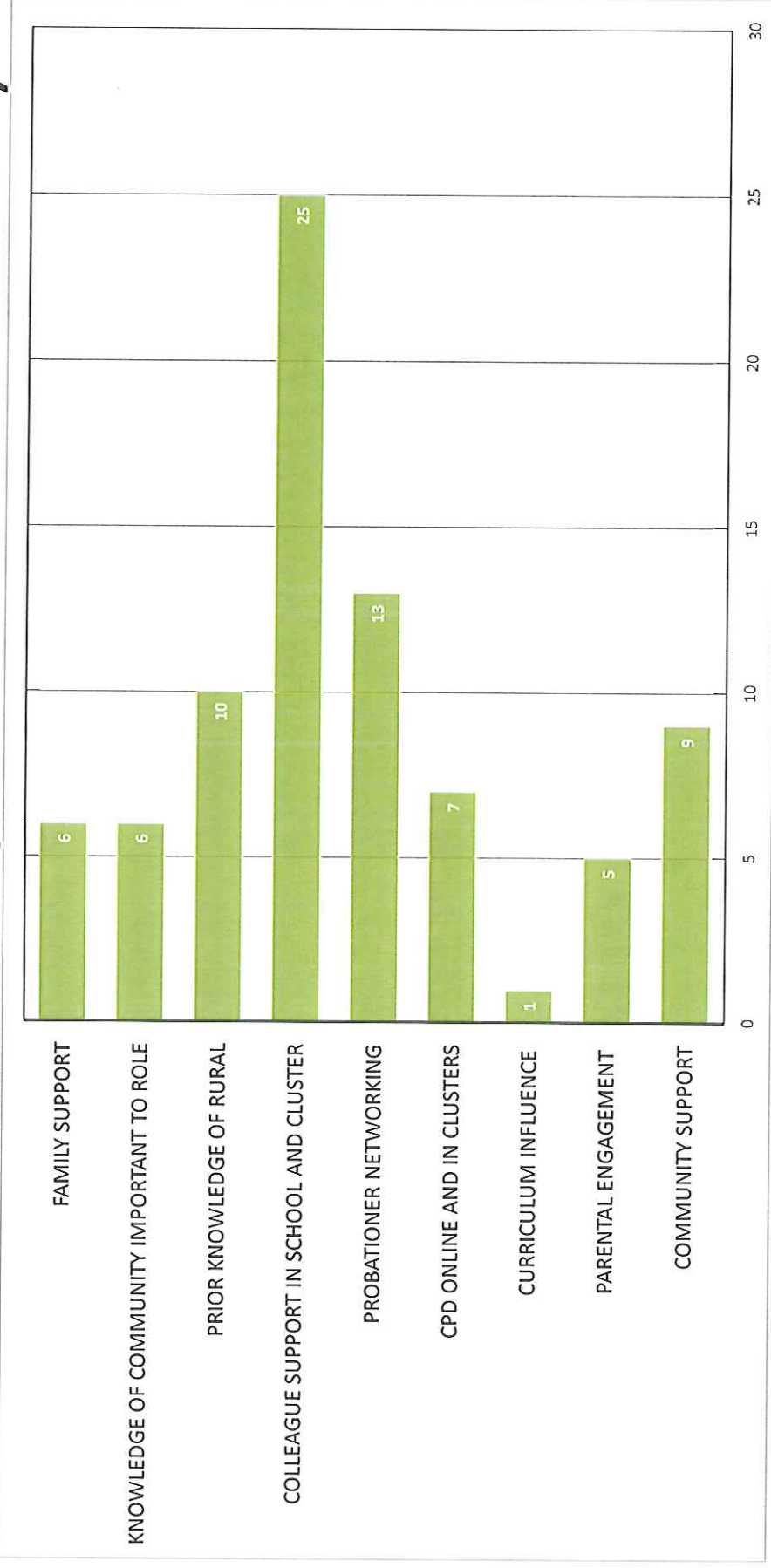


Iterational

- *“I was on placement in a very small school with one teacher and a multi composite class and undertook an interdisciplinary learning activity covering the age and stages and involving the community”*
- *“We regularly engaged with other students throughout UHI and who belonged to rural communities.”*



Influences on Current Support in Rural School (Practical Evaluative)



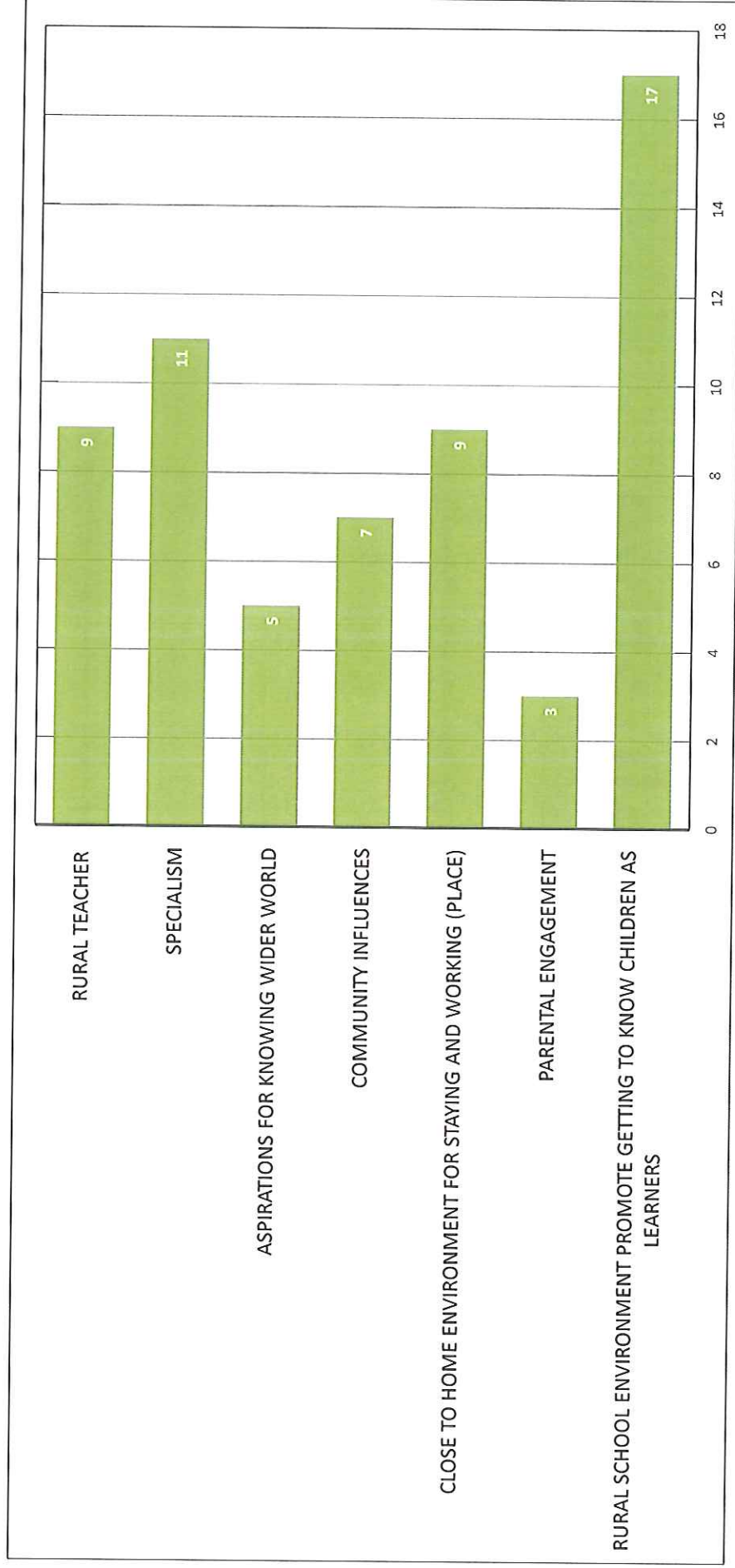


Practical Evaluative

- *“I worry a lot and it would be good to have a lot of class teachers who teach at the same stage to observe and speak with.....that would be my one drawback of teaching out with an urban setting”*
- *“being in a remote area is more difficult to have good connections with other schools”*
- *“Many CPD opportunities are offered by the same people/organisations meaning that variety is limited”*
- *“I think this is the part I find tricky...when I have queries (eg where do I find jotters) I need to turn to senior staff”*
- *No it can be very isolating. Although we have internet, the connection is not so good”*
- *“My current school is really at the heart of its community and I feel very lucky to have experienced my first year of teaching here”*



Projective





Projective

- *“the atmosphere and supportive network that most rural schools have to offer”*
- *“the feel supportive families and supportive staff”*
- *“the community spirit within the schools and the importance within the community”*
- *“if it had good communications with urban areas”*
- *“community links and access to outdoors for learning”*
- *“I would not be prepared to ... a multi composite class has many challenges which are eased by having other teachers to work with”*
- *“I would prefer to work in a larger school as I am still learning” “if UHI had not offered the course locally I would not have done the PGDE”*
- *“the opportunity to innovate using technology to connect to other schools and wider world”*



Impact of Place

- Kelly and Fogarty (2015) and Roberts (2015) demonstrate that there requires to be a model for improving the attraction and retention of teachers in rural and remote Australia which focuses on the following four areas:
 - Professional development- rural teachers need opportunities for professional development
 - Rural difference- recognition that rural teaching context is different
 - Economic recognition- rural teachers have higher costs and are locked out of the economic cycle
 - Social- rural teachers may live away from family, friends and other support networks.

Meeting date: **22 May 2019**

Agenda item: **4a**

Purpose: **For discussion**

TITLE: Building Coherence and Supporting System Change

- Key Issues:**
- Implementation of the Professional Learning Strategy
 - Enhanced leadership development offer
 - New approach to support subject specific professional learning
 - How a restructured Education Scotland will support professional learning

Action

- Required:** SBTE is invited to discuss:
- The Education Scotland strategy
 - Collaboration with stakeholders and partnership working in delivery of the strategy
 - The endorsement process

Author: Gillian Hamilton

Date: May 2019

Education Scotland: Professional Learning – Progress and Next Steps

1. Introduction

This paper provides a progress update on Education Scotland's work to improve the professional learning offer available to practitioners, including:

- the implementation of the Professional Learning Strategy
- enhanced leadership development offer
- the development a new approach to support subject specific professional learning
- information on how the restructured Education Scotland will work to support professional learning.

There will also be a short presentation as part of this agenda item at the SBTE meeting on 22nd May.

2. Professional learning and leadership: supporting the curriculum

The Scottish Government's Education Governance: Next Steps report (2017) confirmed professional learning and leadership as part of Education Scotland's enhanced remit. This paper sets out key developments undertaken since that point and identifies a number of next steps in ensuring appropriate support for system wide development and engagement in professional learning.

a. The Short-Life Working Group on Professional Learning, commissioned by the Strategic Board for Teacher Education in 2018 made 16 recommendations across four themes:

- communicating a consistent professional learning model
- improving access to professional learning resources
- accreditation and endorsement of professional learning
- developing professional learning partnerships

b. A scoping study undertaken between December 2017 and April 2018, gathering the views of over 600 teachers from 30 local authorities regarding their aspirations for their own professional learning.

c. Agreement on a new national model of professional learning, building on previous work led by GTC Scotland with collaboration across sectors including education, universities and teacher professional associations.

d. Revised processes for endorsement of professional learning and leadership provision, due to be relaunched in May 2019.

e. Revised vision, structure and strategy for Education Scotland. Education Scotland's new corporate plan identifies five strategic priorities:

- A strong focus on learning, teaching and leadership
- National collaborative professional learning networks
- Getting it Right for Every Child
- Best use of high quality evidence
- Effective partnerships

Strategic priority one states:

“We will have a renewed focus on professional learning and leadership, providing strategic vision and direction at all levels, working in partnership with the wide range of professional disciplines throughout Scottish education.”

Within an enhanced Education Scotland, the Professional Learning and Leadership Directorate has strategic responsibility for professional learning and leadership development. The team has been building on the previous work of SCEL ensuring leadership programmes continue to be available and accessible across the system and have contributed to sector working groups focused on broader professional learning including empowerment, career pathways and establishing foundations for future developments. The team has a clear role in addressing this strategic aim and in supporting activity across the other four priority areas through increasing teacher voice and agency through a renewed emphasis of, and support for, professional learning which empowers practitioners and impacts on learners and outcomes.

Central to Education Scotland's professional learning strategy are the themes of cohesion inward (throughout Education Scotland), outward (across the professional learning landscape) and forward (supporting system change).

3. Inward: What's already in place to build cohesion?

Since the SCEL move into Education Scotland, the Professional Learning and Leadership team has made early steps towards achieving these aims and implementing the recommendations agreed by the SBTE to embed the model of professional learning, and thereby effective professional learning, across the system. Outlined below are examples of specific actions against the recommendations with planned next steps.

Recommendation (1) Replace existing guidance that has been developed separately with revised model of professional learning and incorporate into other support and guidance materials as appropriate (e.g. Framework for Educational Leadership, National Improvement Hub). (SBTE May 2018)

a. New national model of professional learning

Central to Education Scotland's professional learning strategy is the new national model of professional learning which provides guidance on what high quality, effective professional learning looks like for education professionals. It identifies the key

principles and features of professional learning and offers strategic guidance on how to support, structure and plan professional learning. The model offers a shared language and aspiration, acting as a guide for providers to help inform the nature and purpose of the professional learning offered.

A range of online resources and guides are in development to support the use of the model of professional learning and to generate conversations about learning. The guides unpack the research behind the key themes and are designed to encourage reflection and inform professional learning. The guides will be available as digital resources.

b. Supporting curriculum development in Education Scotland

Education Scotland's curriculum area teams have been working with the Professional Learning and Leadership team to ensure that development of materials takes full account of new approaches to professional learning and actively involves collaboration through co-constructive, creative approaches to generating support. The aim is to work with practitioners to provide clear, practical support for ensuring approaches to learning, teaching and assessment in subjects/curriculum areas support effective learner progression, meet current needs and reflect local priorities and timescales.

Depending on local needs, Education Scotland is collaborating either through identified curriculum leads in Regional Improvement Collaboratives (RICs) or at local authority level to take this work forward. Education Scotland's Strategic Director for Regional Working, Maria Walker, wrote to RIC leads and Directors of Education in January outlining the offer and inviting them to nominate a contact. It was important to take the time to achieve an authorising environment for this work. Maria and Gayle Gorman discussed the initiative further and agreed the way ahead with RIC leads when they met in mid-February.

By March 2019, Education Scotland had received a number of nominated contacts and was in discussion with them to scope out the work. Discussions focused on: which practitioners are to be involved, based on local intelligence; the exact nature of the support needed in different subjects/curriculum areas; and ways of working. Early indications of subjects/curriculum areas they wish to work on included: numeracy and mathematics, geography, home economics, physical education, science and STEM. Since then, Education Scotland has continued to encourage RICs and local authorities to take up this offer. To date, we have had contact with five of the six RICs and 22 of the 32 local authorities.

The design, nature and content of the support and related resources will vary according to the needs of different subjects/curriculum areas. However, they may include short video clips, invitations to join networks, and visits to practitioners in local areas. Finalised resources will be hosted on the Education Scotland's National Improvement Hub as they become available.

Now that Education Scotland's regional teams and Senior Regional Advisors are in place, the time is right for this work to be transferred to the Senior Regional Advisers

and the regional teams. The Senior Regional Advisers will make contact with the ES colleagues involved in their areas so far. They will also discuss progress and next steps with RIC leads. At the same time, Education Scotland's National Improvement Directorate will maintain involvement in this work, to ensure that work getting underway in the regions or local authorities is shared across the country.

Further to this work, the Professional Learning and Leadership team has begun to build collaborative partnerships with curriculum teams within Education Scotland to support the delivery of subject-specific professional learning. Engagement to date includes work with Curriculum Leads, Attainment Advisors, Digital Team, Creativity Teams and HMI teams.

3. Outward: How we are building cohesion across the system

System engagement through Education Scotland continues to grow in scale through its Leadership programmes and its work within broader aspects of professional learning.

a. Leadership programmes

The Professional Learning and Leadership team are currently delivering high-quality professional learning and leadership programmes supporting Early Years, teacher, middle, school and system leadership.

b. Enhanced leadership offer

Feedback from head teachers has helped shape and evolve existing programmes, including the Excellence in Headship Programme with a revised induction residential, a peer coaching prototype, an enhanced focus on curriculum leadership and design and work supporting a better understanding of whole school capacity building and culture. Two new systems leadership programmes: Leading Systems and Evolving Systems Thinking (EST) were launched in 2018. The EST programme will also be available regionally during 2019 to support regional working. Cohorts for these two programmes include head teachers, as well as participants working in local authorities, RICs, Scottish Government and national organisations. A Leadership of Early Learning prototype programme launched in early 2019.

c. Career-Long Professional Learning (CLPL) leads

Recommendation (13) Education Scotland to work closely with Career-Long Professional Learning Leads in local authorities and Regional Improvement Collaboratives to develop greater linkages with the Framework for Educational Leadership and the revised national model of professional learning guidance. (SBTE May 2018)

The Professional Learning and Leadership team has engaged with CLPL leads to establish a series of bi-annual development meetings to provide opportunities for greater dialogue on:

- embedding the national model of professional learning and how CLPL leads will engage with, and use this, in their contexts.
- programme engagement including updates on the range of professional learning and leadership programmes and learning opportunities and opportunities for individual and collaborative discussion.
- horizon scanning - identifying potential opportunities/challenges within contexts, supporting local, regional and national working and the emerging policy landscape.

d. Scottish National Professional Learning Network

Education Scotland now provides support and facilitation for the Scottish National Professional Learning Network. This network is composed of colleagues from across Scotland who have strategic lead roles in supporting professional learning and leadership within their context e.g. local authority, university, college, voluntary sector, independent sector. The network delivers three professional learning days in support of emerging agendas and plays an important role in shaping the strategic support for professional learning and leadership. Two recent events have had a strong focus on the national model of professional learning.

e. Independent Schools' Professional Learning and Leadership Support

The Professional Learning and Leadership team contributes to the support for colleagues in the Independent sector through working collaboratively with the Scottish Council for Independent Schools (SCIS) and the Education through Care Sector (EtCS). A recent SCIS Deputies' Conference featured a workshop focused on the national model of professional learning and leadership programmes, including recruitment for the Into Headship programme.

4. Forward: Supporting system change

This final section outlines plans already in place to expand the cohesive approach to professional learning and identifies further actions across four areas:

- a. Organisational development in Education Scotland
- b. Partnership and regional working
- c. Framework for Educational Leadership
- d. Endorsement process

a. Organisational Development in Education Scotland

The Professional Learning and Leadership team's remit within Education Scotland includes contributing to an ambitious organisational development plan focused on strengthening organisational capacity to support local, regional and national working and to progress a number of system priorities. This includes capacity-building of

Education Scotland teams to plan and deliver high quality professional learning aligned to the national model of professional learning, and to augment processes for induction and ongoing professional learning for those new to the organisation. In order to build the national conversation around the importance of schools as learning organisations, we need to mirror and model these approaches within Education Scotland.

b. Partnership and regional working – next actions

Recommendation (2) Education Scotland to work with all national organisations and Regional Improvement Collaboratives to share the seven propositions for professional learning and the revised national model of professional learning, enabling professional learning strategy to reflect and align with national guidance, and to support the availability of a broad range of offers. (SBTE May 2018)

April 2019 saw a revised structure in place across Education Scotland which is designed to better reflect developments in the education system and provide more individualised and targeted support to regional groupings. As part of this revised structure the former SCEL team formed part of a new Professional Learning and Leadership directorate, led by Gillian Hamilton, Strategic Director. The Directorate has responsibility for supporting professional learning and leadership both within Education Scotland and throughout the education system. The directorate will have increased capacity to support both existing leadership programmes and broader professional learning.

An expanded team of Lead Specialists in Professional Learning, working with Education Scotland colleagues, will support professional learning within each of the RICs in collaboration with colleagues from local authorities and regional groupings. A linked Lead Specialist will support coherence and consistency of practice regionally, ensuring they add value to existing work. It is also important that these Lead Specialists continue to build strong links with national teams with an appropriate balance of time between national and regional working which will be supported through weekly/monthly meetings.

c. Education Scotland Professional Learning Stakeholder Forum

Recommendation (16) Education Scotland to build on the work of the previous SCEL Stakeholder Forum and the SBTE short life working group on professional learning by establishing an Education Scotland Professional Learning Stakeholder Forum to support on-going sector engagement in professional learning and leadership policy and practice. (SBTE May 2018)

The first meeting of the Education Scotland Professional Learning Stakeholder Forum was held at the end of March 2019. This forum provides an opportunity for stakeholder engagement and collaboration to guide and support the strategic development of professional learning and leadership throughout Education Scotland. Group

membership stems initially from the previous SCEL Stakeholder Forum and has members from key partners across the education system, the list of current partners can be found here <https://www.scelscotland.org.uk/who-we-are/our-partners/>.

d. Framework for Educational Leadership

Recommendation (8) Given the collective aspiration for a streamlined and coherent professional learning offer, the Framework for Education Leadership should be expanded to incorporate professional learning activities as part of an enhanced national offer, including subject specific professional learning as appropriate.

Recommendation (10) Education Scotland to review and enhance the online professional learning presence, ensuring a 'one stop shop' for teacher professional learning, with clear signposts to other resources and supports. This should include coherent links with the current development of MyPL (GTC Scotland). (SBTE May 2018)

The Framework for Educational Leadership is an online resource supporting career-long professional learning for educational professionals at all stages of their career. It has been available to teachers through SCEL since 2015 and to date has focused solely on leadership professional learning. To reflect Education Scotland's enhanced remit, the Framework is being redesigned to incorporate wider professional learning.

Lee Dunne, one of the newly recruited Lead Specialists within the Professional Learning and Leadership team will provide dedicated support to the Framework. This will enable a refreshed and realigned Framework to become the 'one stop shop' for professional learning for teachers. A priority for our work in this area is to extend the number of subject specific professional learning opportunities available, working closely with Education Scotland teams and to embed system changes related to the Empowering Schools Framework and the work of the Independent Panel on Career Pathways.

Learning activities currently available on the Framework already map to the GTCS standards and work is underway to ensure more effective integration between MyPL and the Framework to enhance the recording functionality and streamline this process for teachers. There are a number of specific actions identified to support wider engagement with the revised Framework. These include:

- The Professional Learning and Leadership team to engage with teams across ES in the redesign of the Framework to encapsulate broader aspects of professional learning including subject specific learning activities.
- Design and delivery of a suite of workshops to engage with Education Scotland teams about the resource and identify ways of working together to best facilitate subject specific learning.
- Ensure induction for new starts includes early engagement with the Framework to build awareness of, and confidence in, using the Framework as a learning tool.

d. Endorsement Process

Recommendation (9) Education Scotland to enhance engagement with subject associations to support access to subject specific professional learning through the Framework for Educational Leadership, recognising current concerns that the current subject specific offer available on the National Improvement Hub is not sufficient in terms of and quality. (SBTE May 2018)

The endorsement process will be the lynchpin of a more cohesive approach to professional learning across the education system in Scotland. Currently endorsed programmes and providers are featured on the Framework for Educational Leadership. Endorsed programmes and providers are accessed by a wide range of educational professionals and organisations who are utilising the Framework for Educational Leadership as the key resource to plan their professional learning support. A professional learning programme or provider endorsed by Education Scotland has demonstrated that it is informed by the national model of professional learning and links effectively to relevant Professional Standards and policy. This gives those who commission programmes or providers comfort that they are purchasing and engaging with high-quality experiences for participants which have a long-term positive impact on professional learning and leadership development, and therefore children and young people.

A series of actions to take forward this work include:

- A revised process for providers to seek Education Scotland endorsement of their professional learning and leadership offers will be available in May 2019. The process will be piloted and co-shaped during 2019 with a range of learning partners across Scotland to ensure we have a robust, meaningful process that is welcomed by providers of professional learning and education professionals alike. This will include a Quality Mark which endorsed programmes and providers can use for up to five years.
- A phased approach to endorsement will be established which will target subject specific/curriculum providers in the first phase of the endorsement roll out to fill the identified gap in subject specific learning.

5. Summary

The professional learning strategy outlined above is driven by Education Scotland's strategic priority of 'a renewed focus on professional learning and leadership.' Key to this strategy is collaboration both inwardly, with colleagues across Education Scotland, and outwardly, across the professional learning landscape. Successful partnership working will ensure the strategy moves professional learning across the system forward effectively supporting system change.

Gillian Hamilton

**Strategic Director
Education Scotland
May 2019**

Meeting date: **22 May 2019**

Agenda item: **4b**

Purpose: **For discussion**

TITLE: Professional Learning Offered by Professional Associations

- Key Issues:
- The detail of the EIS Professional Learning offer to teachers
 - Role played by EIS Learning Representatives in supporting activity
 - Charging regime currently in place

Action

Required: SBTE is invited to consider the EIS offer and how this links with the Education Scotland strategy and offerings by local authorities and other stakeholders

Author: Susan Quinn

Date: May 2019

Professional Learning Offered by Professional Associations

EIS Professional Learning Provision

EIS Professional Learning (PL) for members is varied and responsive to the needs of members as conveyed at EIS AGM, through meetings of national Council and Committees, and by EIS representatives, including Learning Reps. The PL offer also seeks to take account of emergent educational developments and to construct a learning offer for members that will enable relevant associated PL.

The EIS PL offer can be categorised as follows:

- PL which is funded by Scottish Union Learning (SUL) and delivered by providers procured on behalf of the Institute (also open to non-members)
- PL which is centrally organised and delivered by the EIS Education & Equality Department
- PL which is offered by the EIS in conjunction with partners
- PL which is locally planned and delivered by Local Associations, College Branches and/or Learning Reps
- PL which is by invitation, e.g. residential offered through SUL Leadership & Equality Fund*
- PL opportunities available to EIS reps/activists related to their specific role.*

* Primary focus is enhancing union activism and leadership so not included in this paper which is concerned with the PL offer which is open to all members.

EIS Scottish Union Learning funded courses.

EIS offers PL opportunities which are funded by Scottish Union Learning (SUL) and delivered by providers it procures on behalf of the Institute, according to the specific brief set. These courses are also open to non-members. All of the associated administrative work is undertaken by the Education and Equality Department, and where possible, courses are attended by EIS Learning and/ or Equality Reps, or the EIS Professional Learning Co-ordinator.

In 2018-19 nine different SUL-funded courses were offered under the titles below. These courses were run multiple times across the year and in a wide variety of locations in order to make them accessible to the widest possible variety of participants and in the widest possible geographical locations, including the Islands.

A total of 32 courses were offered in this year, for between 12 and 16 learners per course, building on the 23 courses offered in 2017-18, and together reaching over 600 participants.

SUL-funded courses have mainly been 1-day courses, but some have been offered as 2-day, 2 half-day or twilight sessions, offered over both weekdays, Saturdays and weekday evenings. All of these sessions are free for participants.

EIS SUL-funded courses running in the 2018-19 session:

- Building Teacher Leadership
- Additional Support for Learning
- Developing Awareness of Young People's Mental Health Needs
- Teaching Children from Refugee and Migrant Communities
- Leadership Towards Management for Women Teachers
- Leadership Towards Management for BME Teachers and Lecturers
- Tackling Racism in our Schools
- Teaching and Learning about the Holocaust
- Equality and Human Rights in the Classroom

The 2019-20 cycle will see an expansion to the number and range of courses being offered and in addition will include:

- Developing Awareness of Young People's Mental Health Needs (Early Years and Primary Teachers)
- Teacher Health and Wellbeing
- Addressing Sexual Harassment in Schools
- Supporting Trans and Non-binary Learners
- Learning for Sustainability
- Conflict Resolution and Restorative Practice.

It is anticipated that this learning offer will engage almost 1000 learners over the next two-year period, though it is highly possible that the reach will exceed this. The EIS has a strong track record in utilising SUL funding and is frequently granted additional funding within the financial year to run additional courses to satisfy ongoing learner demand.

Professional Learning which is centrally organised and delivered by the EIS Education & Equality Department

EIS Education and Equality (E&E) Department

High-quality professional learning opportunities are an ongoing feature of the Department's calendar. Below is a summary of the PL activity organised by the Department in the past five years.

All such professional learning opportunities are offered free to members, with associated travel and subsistence costs covered by the EIS.

Session 2014-15

In 2014-15 7 half-day events around **Tackling Bureaucracy** were delivered jointly with Education Scotland; these extended into the next 2 sessions and were supported by the E&E team. They were attended by almost 700 delegates.

A partnership between Stonewall Scotland and the EIS delivered a ½-day seminar, **'Homophobic Bullying in Schools'**, in November 2014, attended by around 40 participants.

'Instrumental Music: A shared vision for the future' was a conference jointly delivered between EIS and a range of partners, in June 2015, with around 220 delegates attending.

Session 2015-16

In 2015-16 a series of events **on Health & Wellbeing** were offered in a range of locations. These were locally led but supported from EIS HQ.

A national conference entitled **'Beginning Professional Learning'** was held at Stirling Management Centre in October 2015 and attracted around 70 members.

A further, high profile national Education conference was offered - **'Improving Quality and Equity amidst Austerity'** in March in Dundee, featuring keynote speeches, panel discussion and workshops. 73 delegates attended.

Training around **Professional Update** was also offered locally with support from HQ. 144 members attended.

Session 2016-17

More recently, in 2016-17, **Social Media training** was provided to EIS LA Secretaries and again this event was administrated by the Department and held at EIS HQ. 27 attended.

A full-day conference was centrally organised and delivered for the **HT & DHT Network** entitled **'Leading from the Middle'** in October 2016, again featuring keynote speeches, panel discussion and workshops. 106 registered.

Session 2017-18

In 2017-18 a **Professional Learning Conference headlined by Dr. Carol Campbell** was held in Glasgow with around 100 delegates who enjoyed keynotes and workshops.

This was followed in December by another national conference of the **HT & DHT Network**, **'Heads Together for Excellence and Equity'**, which in addition to keynote addresses and workshops, included panel discussion. 103 delegates registered, with 88 attending.

In April 2018 the Department organised an Education conference entitled **'Empowering Teachers: Turning up the volume on professional voice'** at which the keynote address was made by Pasi Sahlberg, and which featured panel and workshop discussion. 195 members registered to attend.

Session 2018-19

Session 2018-19 has seen two national conferences to date. **'Celebrating Instrumental Music Teaching'** for the IMT Network was organised jointly with HITs, and took place in Edinburgh in November 2018. The format sought to maximise delegate participation through the inclusion of workshops and panel discussion in addition to keynote presentations. 238 members attended.

In March 2019 a conference entitled **'Empowering Schools' for the HT & DHT Network** was held in March 2019, also in Edinburgh. 98 delegates registered to attend.

Two half-day seminars have also taken place linked to EIS publications. **'Teachers Turning the Tide: Promoting Anti-Racist Education and Challenging Anti-Muslim Prejudice'** was held in Glasgow in September 2018. 59 members expressed interest in this event, with 55 registering and 38 delegates attending on the day.

'Sharing Practice on Holocaust Education' was held in November 2018, also in Glasgow. 45 members registered for this event with 32 delegates attending on the day. The event featured presentations and interactive sessions, including from members with expertise in delivering Holocaust Education, all of which was rated very highly by participants.

At the time of writing, a Professional Learning conference with a focus on Additional Support Needs is due to take place on Saturday 11th May, with 125 delegates having registered to attend.

Professional Learning offered by the EIS in conjunction with partners

EIS works with partner organisations and training providers directly to deliver professional learning, meeting the specific needs and interests as expressed by its members. These partnerships have allowed EIS to secure free or discounted access to formal learning and professional qualifications.

In the 2018-19 EIS has offered the following partnered Professional Learning opportunities:

- Master Professional Practitioner Award (Masters in Education) with City & Guilds
- Growing Teacher Leadership with the Scottish College for Educational Leadership (Education Scotland)
- Ways into Shakespeare with Globe Education.

A diverse range of professional learning for EIS members has been offered in the past through partnership working with Glasgow, Edinburgh, Stirling, West of Scotland and

Aberdeen Universities, Tapestry and the Association of Chartered Teachers Scotland (ACTS).

EIS Research-based Professional Learning

Action Research Grants

EIS Action Research Grants of £500 are awarded to members undertaking research on key themes, which support Professional Learning and enhanced practice. Researchers receive a financial grant to help fund their activity, and are supported with specialist guidance from academic partners such as the Robert Owen Centre, the Collaborative action Research Network and the University of the West of Scotland throughout the academic year. Researchers' findings are disseminated through the Institute's events and publications, as well as external publications. In 2018-19, 13 projects were awarded Action Research Grants, with reporting expected in May 2019.

Action Research Grant recipients are required to outline the practice-level impacts of their research in their final reports, as well as indicating how their findings contribute to Professional Learning. Researchers have also fed back on how their findings have been implemented at a local level. For example, a 2017-18 research project on the use of moving images in literacy led to the inclusion of this practice in the school's improvement plan.

Additionally, reports following from ARG-funded projects have been made available to members as a resource on the EIS website. Researchers and academic partners have also used their research as the basis for Professional Learning activity such as workshop sessions at the Scottish Learning Festival and EIS Professional Learning Conferences. Research projects have also contributed to the wider work of EIS, such as a 2018 ARG-funded report on professionalism among FE lecturers which has supported national bargaining activity.

Page Scholarship

EIS works in partnership with the English-Speaking Union (ESU) Scotland to deliver the Walter Hines Page scholarships scheme, promoting the exchange of ideas between teachers and college lecturers in the Scottish and American school systems, with a particular focus on oracy. Page Scholars are supported with a financial grant and logistical assistance to conduct a study visit to education establishments or institutions in the USA. Scholars submit a detailed research report which is published by the ESU, as well as disseminating their findings through presentations, conference sessions, relevant publications and media activity. In 2018-19, 2 EIS members were awarded Page Scholarships – one funded by the EIS as per usual arrangements and the additional scholarship funded by ESU.

PL which is locally planned and delivered by Local Associations, College Branches and/or Learning Representatives

EIS supports the delivery of Professional Learning opportunities on a local level, often led and coordinated by EIS Learning Representatives. These courses, delivered in a variety of single-session and multi-session formats, allow EIS to be responsive to local needs and interests, as well as disseminating the skills and expertise of members in their local context. In 2018-19 Learning Reps offered 12 courses across 8 Local Authority areas. 359 members attended overall.

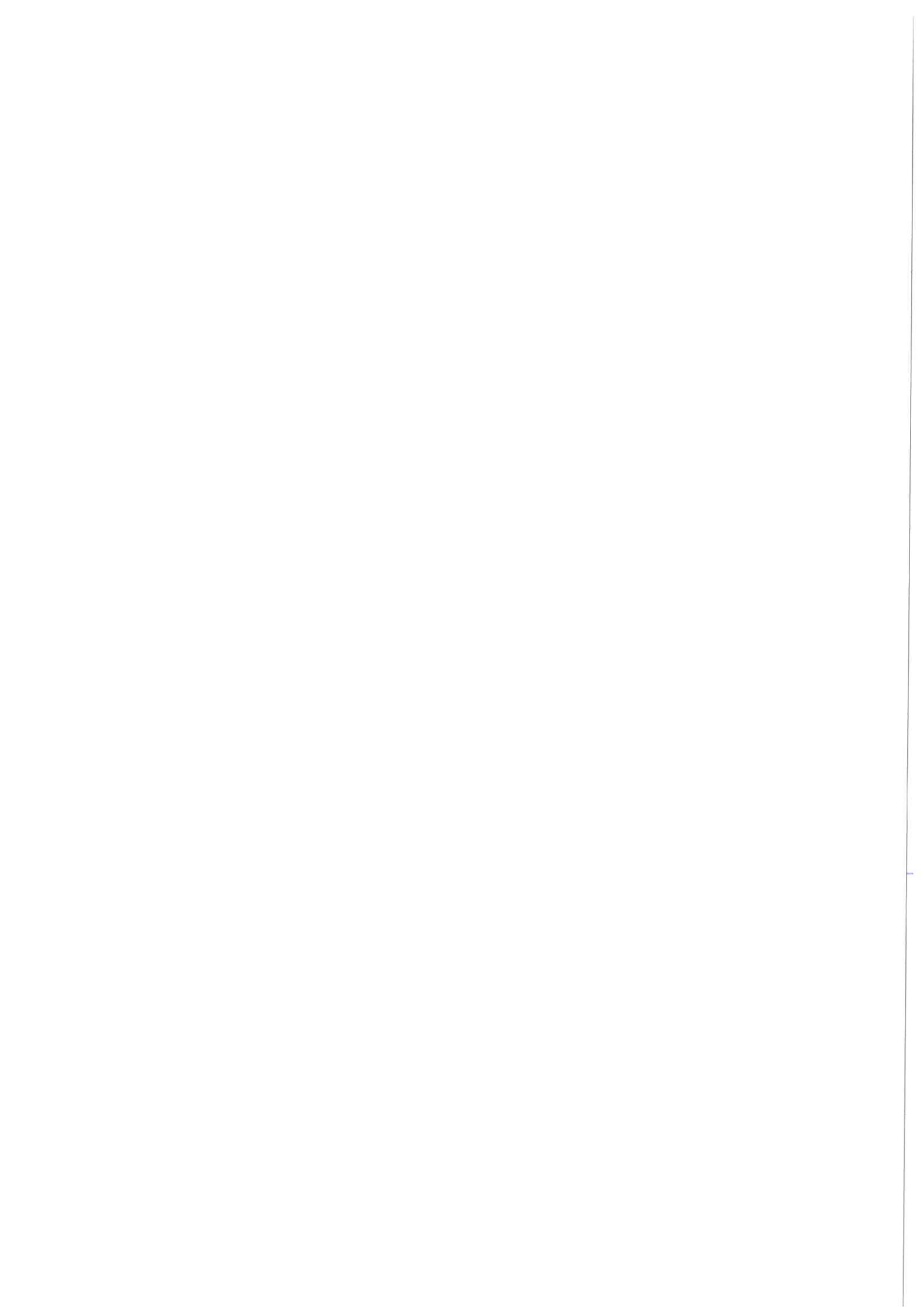
The EIS Education & Equality Department facilitates these PL opportunities with administrative and promotional support. EIS also provides training to Learning Reps to deliver events alongside their responsibilities supporting members on Professional Learning issues and promoting Professional Learning in their region.

SLS

Please see attached PDFs.

AHDS

Please see attached spreadsheet.



Meeting date: **22 May 2019**
Agenda item: **4C**

Purpose: **For discussion**

TITLE: **Masters Working Group**

- Key Issues:
- Time limits on Masters credits
 - Use of Masters terminology
 - Revised Masters Framework

Action
Required: SBTE is invited to discuss the progress being made by the
Masters Working Group.

Author: **Gillian Hamilton**

Date: **May 2019**

Masters Working Group: Progress update

1. Membership of group

Gillian Hamilton – Education Scotland, Chair
Moyra Boland – Independent Panel on Career Pathways
Morag Redford – Scottish Council of Deans of Education
Ian Rivers – Scottish Council of Deans of Education
Brigid Daniel – Scottish Council of Deans of Education
Michael Wood - ADES
Ellen Docherty – GTC Scotland
David Burgess – Education Scotland
Alison Weatherston – Education Scotland

2. Purpose of Group

The main purpose of the group is to review the Masters Framework, which was an agreed recommendation from the SBTE sub group on professional learning, but initial discussions of the group identified a number of wider issues in this area, including:

- The need to provide clearer advice for teachers at the outset of ITE on implications of programme choice as part of a masters pathway
- The need for clarity for teachers on the practicalities of transferring / cashing in credits as part of their career-long professional learning
- Information for teachers, including career-changers, on the rationale and purpose of masters learning as part of teacher professionalism
- Equity of access to funding support for masters learning

3. Progress update

(a) HEI Masters Survey

The Masters Framework Working Group issued a survey to all HEIs providing ITE via the Scottish Council of Deans of Education, asking for information on time limits of masters credits, and the number of credits offered as part of ITE. The information collated through this survey will assist the group to explore the current provision in relation to Masters credits. There have been 9 responses to the survey to date.

From the information received thus far, the time limit for completing a Masters qualification beyond the ITE programme is typically 5 years. Queen Margaret University, University of Dundee, University of Glasgow, University of Strathclyde and the University of the West of Scotland all have a 5 year time limit. The Royal Conservatoire of Scotland offers 6 years from the date of matriculation. Additionally, the University of the Highlands and Islands offers 10 years for completion – 5 years from the initial transfer (for recognition of credit) and then up to 5 years for part-time completion.

The 7 Universities offer a range of ITE programmes which account for between 10 and 180 Masters level credits. This can be viewed positively with a variety of options

for participants to engage and achieve a masters with different routes which is positive and offers flexibility. However, the group recognises that the amount of options may create confusion within the system for participants. The variety of credits offered across different areas of specialism do not always link and combine to create a clear pathway to Masters for participants.

The working group plan to discuss the survey findings at a future meeting of the Scottish Council of Deans in order to consider how these can influence next steps. This discussion will be supported by case study exemplars based on 'real-life' scenarios related to Masters learning time limits and credit transfers.

(b) Scottish Credit and Qualifications Framework Partnership (SCQF) advice

The group received helpful advice from SCQF regarding the mixed terminology of 'Masters' and 'Masters level':

- There is an expectation that all institutions in Scotland use the SCQF level descriptors
- There are a range of qualifications at SCQF level 11, including Masters qualifications
- The level descriptors are for guidance; it is not expected that every point will necessarily be covered but there is an expectation that learning outcomes can be easily tracked back to meeting these characteristics
- Learning which does not result in a qualification or an award cannot claim to be at SCQF level 11 (or any other level), as this is a protected statement.

The working group are of the view that the use of Masters and Masters level are confusing, and that going forward we should be clear that Masters Learning is learning that results in an award or qualification at SCQF level 11.

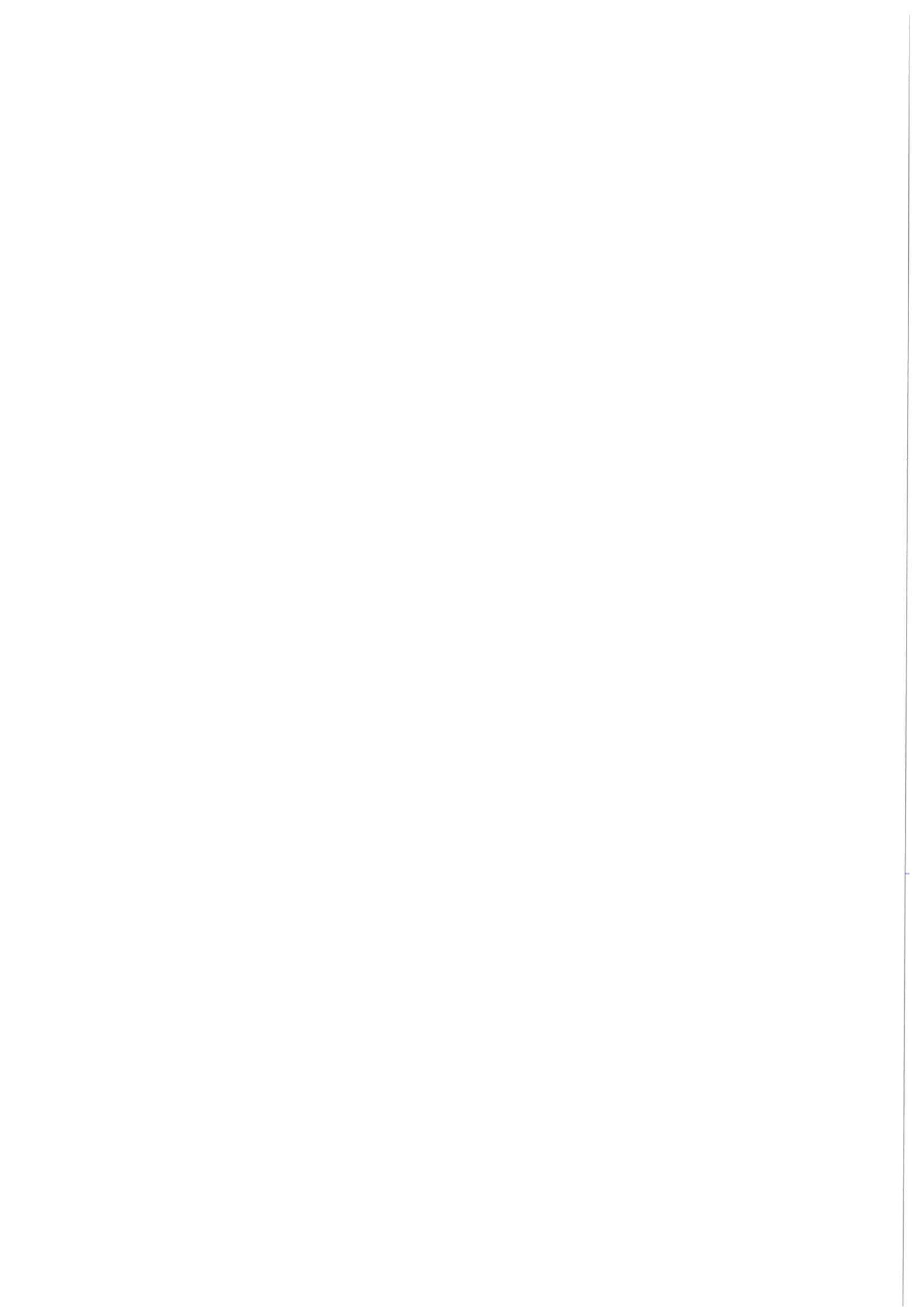
(c) Masters Framework content

The content of the Masters Framework has been revised, and a draft of this is scheduled to be discussed at the next meeting of the working group, which will take place on 16th May. Following this discussion, the draft content will be tabled at the meeting of SBTE on 22nd May. The working group is due to meet for the final time on 20th June.

4. Summary

SBTE members are invited to note progress of the working group, provide comments on actions underway and on the draft content of the updated Masters Framework.

Gillian Hamilton
Education Scotland
May 2019



Meeting date: **22 May 2019**
Agenda item: **5**

Purpose: **For discussion**

TITLE: Update on changes to Scottish Learning Festival

Key Issues:

- This year's theme is "Achieving Excellence and Equity"

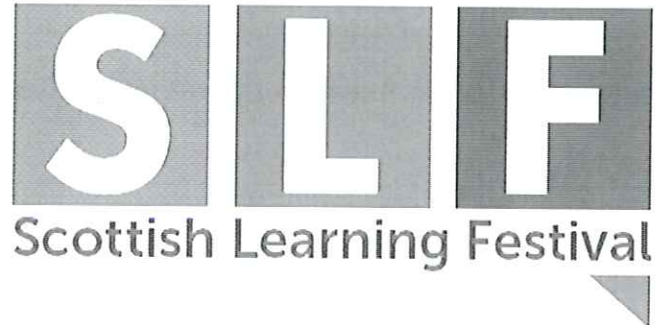
Action
Required: SBTE is invited to discuss:

- Themes being covered in seminars
- Structure of event
- Ideas for future events

Author: Gillian Hamilton

Date: May 2019

Education Scotland: Update - Scottish Learning Festival 2019



This paper provides an update for members of the Strategic Board for Teacher Education on the planning process for this year's Scottish Learning Festival (SLF), which will take place at the SEC on Wednesday 25th and Thursday 26th September 2019.

1. Learning Festival theme

This year's theme is 'Achieving Excellence and Equity', through:

- creating a culture of empowerment that enables everyone involved in the system to contribute to the agenda of improvement; and
- the importance of wellbeing in developing a healthy, successful learning community

2. Seminar submissions

There are 106 seminar sessions taking place during SLF. Education Scotland received 370 seminar submissions, which was an increase of 55% on last year. The seminar submissions were reviewed by over 30 staff, and inclusion in the seminar programme confirmed following a moderation meeting.

- 98 sessions selected
- 4 seminar sessions reserved for 'latest news'
- Sessions reserved for the Strategic Board for Teacher Education, Curriculum and Assessment Board, Learners' Panel and the Education and Skills Committee.

3. Seminars by theme

CLD	5	Inspection and review	2
Creativity	3	Leadership	8
Curriculum	6	NIF	4
Employability and skills	6	Parents as partners	4
Digital Learning and teaching	7	Professional learning	4
Early Learning and childcare	8	Raising attainment in literacy	5
Gaelic	1	Raising attainment in numeracy	3
Health and Wellbeing	9	STEM	7
Inclusion, equity and empowerment	9	Scottish Attainment Challenge	6

4. Keynote speakers

The keynote speakers on the first day of this year's SLF will include:

- Deputy First Minister
- Pak Tee Ng
- Gayle Gorman and leaders of national organisations

5. Day 1 – twilight sessions

In response to feedback from teachers, day 1 of SLF is being extended to include keynote and seminar sessions at the end of the day. These will include:

- A masterclass with Pak Tee Ng
- Claire Lavelle
- A TeachMeet in association with Pedagoo

6. Day 2 theme: Wellbeing Live

Building on the success of last year's STEM live event on day 2 of SLF, we plan to use the Lomond Auditorium on day 2 to host Wellbeing Live. The day will include 4 x 45 minute sessions, plus a one hour keynote session. The sessions will include:

- Music workshop delivered in conjunction with the Royal Conservatoire of Scotland
- Demonstration session with schools, practitioners and young people with a focus on Wellbeing Curriculum, and Wellbeing Ethos
- Workshop delivered by Glasgow City Council – Mental health for young people and staff
- Keynote session delivered by Jaz Ampaw-Farr

7. Exhibition area

The exhibition area will be similar to previous years, with the addition of the RIC Village and the Village Green. We are planning to use the Village Green as a presentation area for Local Authorities, Regional Improvement Collaboratives and others as appropriate.

8. Digital offer

We are working with young people to film, edit and present short film interviews with keynote speakers and seminar presenters over the two days.

9. SLF 2020 and beyond

Planning for SLF 2020 and beyond started in January 2019 with discussions with the SLF Management Board. A significant period of time was set aside at the March meeting of the Board for this purpose.

10. Conclusion

Members of the SBTE are invited to comment on progress to date and future plans.

**Gillian Hamilton
Education Scotland
May 2019**

Strategic Board for Teacher Education – Work Plan

SBTE/14/10

Action	Owner	Detail	Intended outcome	Target Date	Ask of SBTE	Quarterly Update (including risk assessment of progress)	Contact
1	ES	Evaluate and strengthen teacher leadership, into Headship, In Headship and Excellence in Headship programmes. Enhance provision for aspirant and serving school leaders to support greater empowerment of schools	Streamlining and improving content of offer to develop leadership capacity across system Enhanced leadership support package to support empowered schools	August 2019	To consider recommendations from SCEL and endorse proposed approach Paper on enhanced leadership support package to future meeting following discussion at Headteacher Recruitment Working Group	On track – recruitment for 2019/20 suite of programmes now closed. Recruitment for Evolving Systems Thinking Programme launched. Enhanced team in place. Progress report and presentation planned for September SBTE.	Gillian Hamilton, ES
2	SG	Develop a mechanism for identifying and developing aspiring headteachers early in their career.	A fast-track leadership route for talented teachers and a pathway to headship.	End 2018	To monitor implementation of Headteacher Recruitment Working Group report	Complete – Headteacher Recruitment Working Group's recommended approach was accepted and its report published on 1 November	Fearghal Kelly, SG

3	Coherent package and landscape of professional learning for education professionals	ES/RICs	Simplify the national support package for professional learning and leadership to ensure teachers have the skills they need to do their job. Bring coherence to the area of professional learning			To monitor progress	2018. Complete - national model launched at SLF September 2018, Education Scotland Professional Learning Stakeholder Forum in place.	Gillian Hamilton, SCEL
4	ISTP	SBTE	The International Summit on the Teaching Profession (ISTP) has become an important forum for open and constructive exchange on effective teacher policies and practices. It assembles governments and teacher organisations from a number of high-performing and rapidly improving school systems, as certified by recent results of the Programme for International Student Assessment (PISA). At the 2018 summit in Lisbon, The Scottish Government and Educational Institute for Scotland (EIS) jointly agreed to take forward the following three commitments. Policy officials, with the support of EIS will work together to develop actions to achieve	2019 Joint Commitments - 1. Pursue a joint approach to create a system wide culture of teacher agency which in turn will support greater empowerment and collaboration. 2. Affirm our joint commitment, in the expansion of Early Learning and Childcare, to supporting the critical role of the Early level of Curriculum for Excellence as the foundation for the best outcomes for children. 3. To work jointly to ensure that a career in teaching is a trusted, attractive, highly qualified and varied career recognising this is essential to transform the lives of children and young people in Scotland.	March 2019 (in advance of next ISTP)	To monitor progress	On track MAY 2019 – The delegation are giving consideration to an EIS/SG public facing seminar to discuss ISTP and the wider collaboration around this work.	Stuart Robb

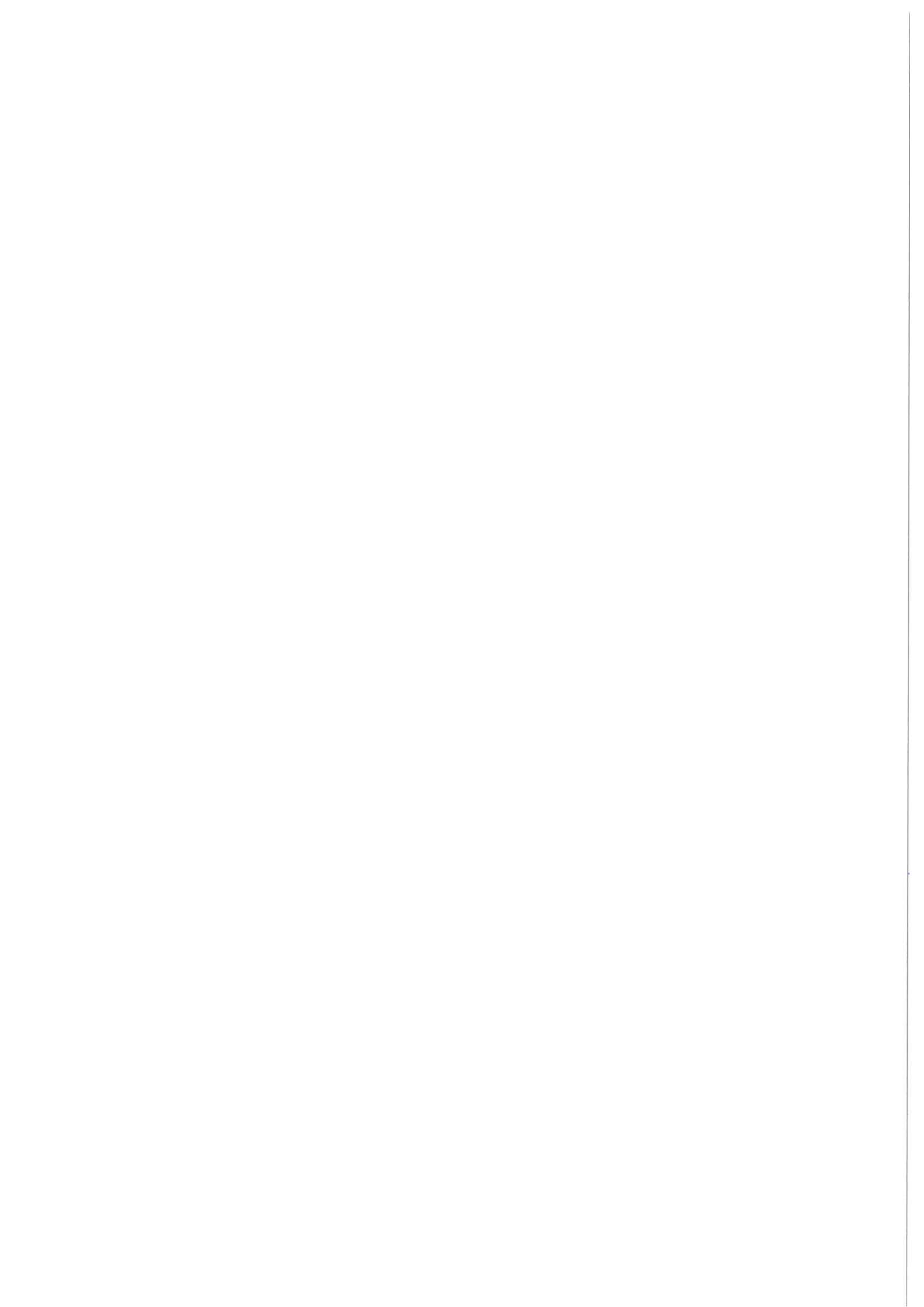
			success across each of the commitments during 2018/19 to allow the Deputy First Minister to update the summit delegates in 2019.	Previous commitments are still ongoing. Removed from here to keep brief.					
5	Career Pathways	SNCT	Agree joint position on revised career structure including in respect of headship posts	Introduce new career pathways for teachers to enable the profession to develop different and exciting careers.	May 2019	To note progress.	On track. Final report going to SNCT and will be published on 30 May.	Stuart Robb	
6	Student Placements	GTCS/Unis /SG	Evaluate the student placement system	Agree a long-term approach to more effective student placements including allocation, support and assessment.	September 2019	To consider progress report at September meeting.	On-track. Evaluation undertake and findings along with next steps reported at December SBTE meeting. Short-life Working Group to progress findings.	Kevin Hanlon	
7	PRD	GTCS	Produce national guidance for teachers at all levels	To support and promote PRD across the profession	June 2019	To consider draft guidance	On-track	Ellen Doherty	
8	Review of support in the early phase carer of newly registered teachers	SG/SCDoE /GTCS/CO SLA	Develop a revised structure for the early phase career of newly qualified teachers	A focused approach to building skills post qualification by creating high-quality, structured and modularised professional learning that allows teachers to address specific needs relevant to their school context following completion of their probation.	On-going	To agree approach	On-track. Paper on early career phase t discussed at February 2019 SBTE meeting and sub-group established to take this work forward.	Kevin Hanlon	

9	Alternative routes into teaching	SG/SCoDE	Evaluate the alternative routes into teaching	Add to the quality of ITE provision	August 2019	To agree next steps with these routes	On-track. An interim sense check of alternative routes being led by GTCS; and evaluation proformas to assess compliance with grant conditions issued by SG. Overall assessment of current position to be concluded by end June 2019.	Kevin Hanlon
10	HT Charter	SG/COSLA	Develop and agree guidance to support the empowerment of schools	Co-produce and publish guidance	August 2019	To note approach	On-track. School Leaders Guidance and HTC published as agreed drafts in February. Working towards publishing remaining draft sections by August 2019 with final sign off June 2020.	Fearghal Kelly, SG
11	Develop a self-evaluation framework	ES/SCDE/ GTCS	Framework to help ensure teachers entering the profession have the right skills and knowledge.	Consistent approach to the self-evaluation of initial teacher education provision across Scotland's ITE	November 2019	To monitor progress.	On track. Joint ES/SCDE Working	Gillian Hamilton, ES

12	MQUIITE	SG/SCDE/ GTCS	Collaborative project between all eleven teacher education universities and also the GTCS. Will track the 2018 graduating ITE cohort through their first 5 years of teaching.	Provider network	On-going	To note progress with project and emerging findings. Presentation given to the Board on 11 December 2018.	On-track	Scott Brand
13	Tackling Bureaucracy	SG	The ISTP 2018 report made a commitment that SG and EIS would jointly tackle this issue.	Work to complement Self-Evaluation of ITE Framework and will offer findings for how ITE programmes can be improved.	On-going	To note progress	SBTE updated on 13 February 2019 on action taken to date	David Roy
14	SCQF Level 11 learning	SG	SG funding opportunities for teachers through LA/University partnerships.	Better understanding of the number of teachers undertaking this opportunity and if achieving award.	On-going	To note analysis	On-track	David Roy
15	Development of a Masters Framework for teachers	ES	ES group revising Framework. Complex landscape including transfer of credits between university programmes.	Framework to bring better clarity to range of provision	Late 2019	To agree the Framework	On-track	Gillian Hamilton
16	Workforce Planning Teacher Recruitment Campaign	SG	Develop the 'Teaching Makes People' recruitment campaign.		On-going	To note approach	Current phase now complete. DFM has approved funding for further campaign Autumn 2019.	Stephanie Walsh
17	Headteacher recruitment	SG/COSLA /ADES	Agree approach to a Headteacher recruitment		October 2018	Development was overseen by	Complete – campaign	Fearghal Kelly, SG

	campaign		campaign			Headteacher Recruitment Working Group	launched at SLF September 2018. Series of three advertorials published in the TESS in early 2019.	
18	HT Recruitment WG Report	SG/COSLA /ADES	Take forward recommendations from the HT Recruitment WG Report	Improve recruitment and retention of headteachers	Ongoing	To monitor progress with implementing recommendations	On-track – update paper provided to SBTE for May 2019 meeting.	Fearghal Kelly, SG
19	HT Workforce	SG/COSLA /ADES	Agree package of next steps in respect of HT recruitment expected to be provided by HT recruitment working group.	Group considering career pathways beyond headship, fast-track route to headship, the enhanced leadership support packages for headteachers, sabbaticals for headteachers and recruitment/retention.	Sept 2018		Complete – report published 1 November. Implementation to be monitored under action 13.	Fearghal Kelly, SG
20	Bursaries for student teachers	SG/Unis	Agree a further 100 bursaries for career-changers wishing to take up teaching 2019/20.	To increase teacher numbers in STEM subjects	August 2019	The 2018/19 scheme received 154 applications of which 107 were approved 2019/20 scheme	On track - 2019/20 scheme now open. Home economics added. To date 79 applications received	Angela Felvus
21	ITE Intakes	SG/Unis/ COSLA	Review intake figures and workforce planning targets provided by the Workforce Planning Advisory Group		October 2019	To consider analysis of intake figures for 2019/20	On track – Teacher Workforce Planning Group agreed 2019/20 targets with total of 4,180.	Stephanie Walsh

							SFC letter issue in March.	
	Diversity				Ongoing	To monitor progress implementing the recommendations made by the working group	On track –	David Roy
22	Diversity in the Teaching Profession	SBTE/Diversity in the TP WG	Consider ways in which the teaching profession can become more representative of Scottish society	Increase the number of teachers from underrepresented groups in Scotland's schools			MAY 2019 - Majority of recommendations started to make progress. More detailed for information paper provided at May SBTE meeting.	
	Projects completed							



Strategic Board for Teacher EducationAction Tracker (Meeting 14)

No.	Action	Update	lead
1.	Secretariat to continue to ensure, wherever possible, that meeting papers issue one week in advance of Board meetings	On-going	SB
2.	Secretariat to publish minute of 11 December 2018 meeting on the Scottish Government website	Completed	SB
3.	Secretariat to publish all Board papers for subsequent meetings on the Scottish Government website	On-going	SB
4.	Scottish Government to establish a sub-group to take this forward. Secretariat to seek volunteers from SBTE membership in first instance	Sub-group met on 10 May	KH
5.	Susan Quinn to work with colleagues to develop a paper setting out the detail of professional learning offered through the Professional Associations for discussion at the next meeting of SBTE.	On 22 May agenda	SQ
6.	Andy Griffiths to develop a paper setting out the range of support on offer through the Northern Alliance for new ITE graduates in the probationer year for discussion at the next meeting of SBTE.	On 22 May agenda	AG
7.	Gillian Hamilton to ensure SBTE remain sighted on the Masters Framework for Teachers as it progresses.	On 22 May agenda and added to workplan	GH
8.	Data to be collected on how many of those accessing SCQF 11 learning completed with and without the award of credit. Secretariat to add to Work Plan	In 2017/18, 1089 teachers benefited from the SCQF level 11 funding in 2017/18 with 530 of these teachers exiting with a Level 11 SCQF qualification.	SB
9.	Ken Muir to circulate the Annual Professional Update Evaluation report to members.	Completed	KM

10.	Secretariat to add Early Phase Career of NQTs to Work Plan	Completed	SB
11.	Secretariat to contact BME Working Group to seek nomination to Board.	BM EWG are considering and will respond to Secretariat	SB
12.	Secretariat to circulate link to documents on empowering school communities to Board members.	Completed	SB
13.	Secretariat to add Tackling Bureaucracy to Work Plan	Completed	SB

DRAFT

CURRICULUM AND ASSESSMENT BOARD - UPDATE

1. At its March 2019 meeting the CAB discussed:

Work to refresh the Curriculum for Excellence narrative

At its March 2018 meeting the CAB considered the narrative on the Curriculum for Excellence and tasked a subset of the Board, in collaboration with relevant non-Board members, to look at refreshing the narrative for practitioners. The March 2019 meeting allowed for an update on this work and a digital presentation of a proposed refreshed narrative. Board members were supportive of the work done to date provided comment on the content and design of the narrative and on the best ways to deploy and disseminate a refreshed narrative once finalised.

It was agreed that the CAB narrative sub-group would feed comments into further development and continue to liaise with the full CAB membership at appropriate times.

Support for professional learning in relation to curriculum and assessment

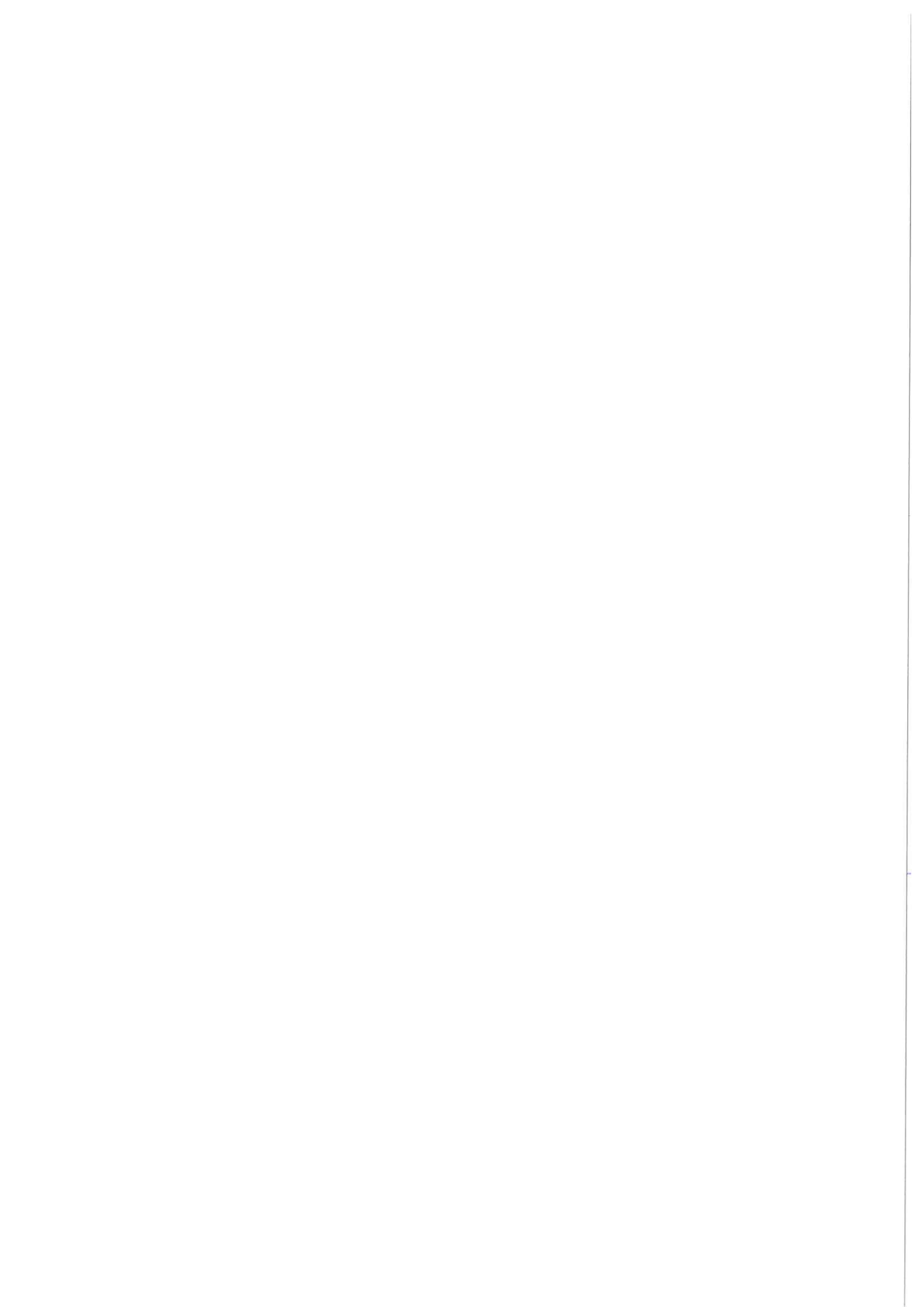
The CAB heard from Education Scotland staff who are leading on work to support professional learning, specifically in relation to curriculum and assessment design and development. The Board provided feedback on aspects of this work including: the implementation of the Professional Learning Strategy; an enhanced leadership development offer; and support for subject specific professional learning.

Empowering schools

The CAB were provided with an update on the work of the School Empowerment Steering Group including the co-production of Empowering School Leaders guidance and a Headteachers' Charter on School Empowerment.

2. The CAB is next due to meet on 6 June 2019.

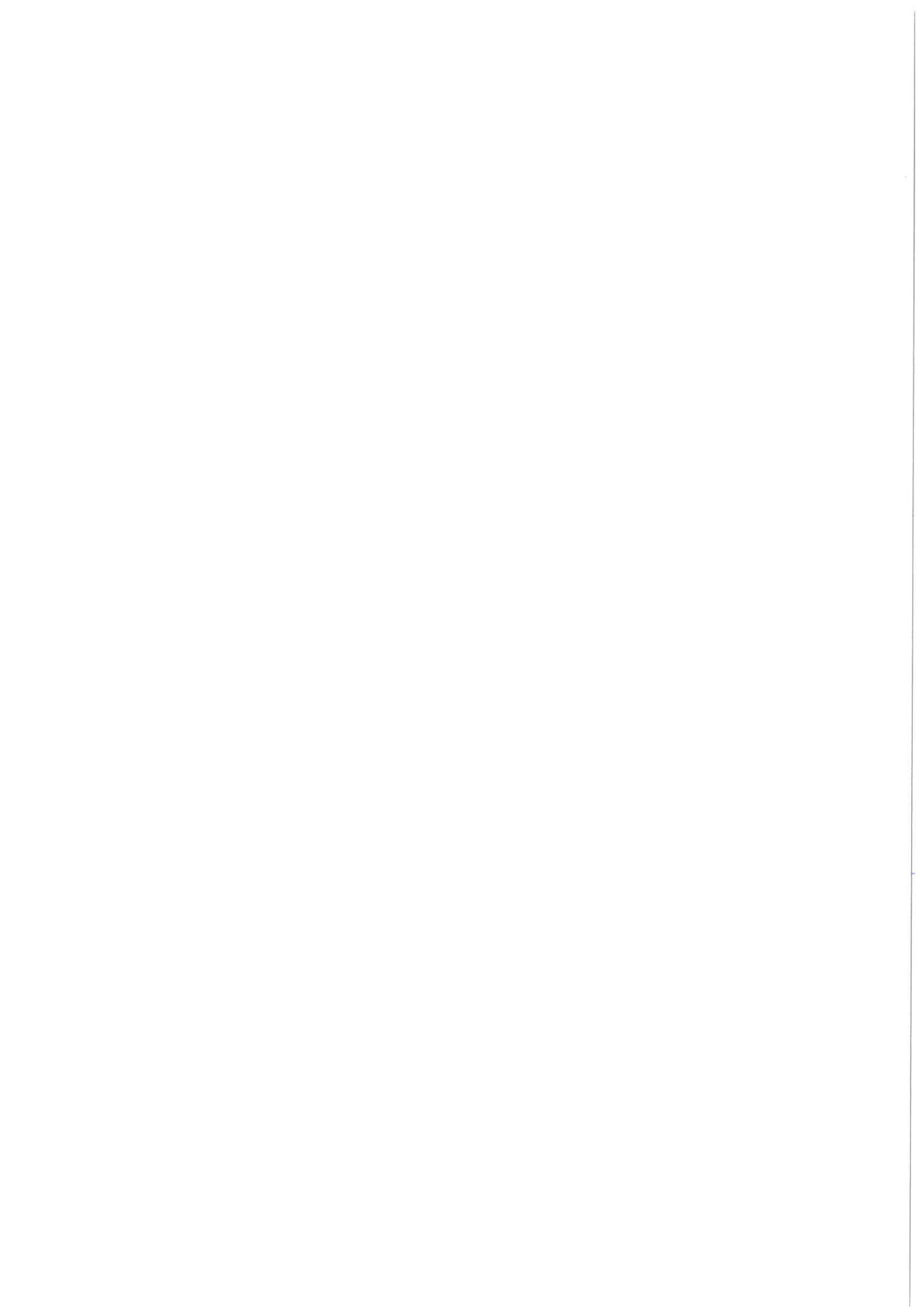
**Curriculum and Assessment Board Secretariat
Scottish Government
May 2019**



STRATEGIC BOARD FOR TEACHER EDUCATION

SCOTTISH EDUCATION COUNCIL – UPDATE

- The Scottish Education Council has met on two occasions – 06 March 2019 and 08 May 2019 – since the last update provided to the Strategic Board for Teacher Education.
- The March meeting focussed on equity, with an update from Education Scotland on the key themes emerging and what inspection evidence on the Scottish Attainment Challenge is telling us to date. As two of the nine reports had not yet been published, a further update on this was provided to the Council at the May meeting.
- Discussion followed the presentations at both meetings, with a focus on how to make the most of the data and to ensure that learning was taken from the reports to ensure that successful strategies were shared, to benefit every child in every school.
- The March meeting also included a presentation from GTCS on the 3-year professional update evaluation report. The results of the review were reassuring and broadly positive. The feedback received highlights key areas of concern and provides insight into practitioners' experiences of their professional review and development discussions and how they manage, plan and self-evaluate their professional learning
- The May meeting included a presentation from the University of Glasgow on the Career Pathways work, and a discussion on CfE and Subject Choice.
- Updates from the Strategic Board for Teacher Education were provided for information at both meetings, and an update from the Curriculum and Assessment Board was provided for information in May.
- Minutes of all previous meetings and supporting documents are published on the Scottish Government website: <https://beta.gov.scot/groups/scottish-education-council/>. (Note that the 08 May 2019 meeting minutes are not yet available).



TEACHING IN A DIVERSE SCOTLAND: INCREASING AND RETAINING MINORITY ETHNIC TEACHERS IN SCOTLAND'S SCHOOLS REPORT

Background

Following the publication of the Race Equality Framework for Scotland, the Strategic Board for Teacher Education established a short term working group to look at increasing the number of teachers from under-represented groups at all levels in Scottish schools. The working group is chaired by Professor **Rowena Arshad**, Head of Moray House School of Education / Co-Director of the Centre for Education for Racial Equality in Scotland.

The working group published the report "Teaching in a Diverse Scotland" in November 2018 which set out 17 recommendations designed to increase the diversity of the teaching workforce. There are 5 key themes in the report, these are:

- Closing the awareness gap,
- The attractiveness of ITE to students from a minority ethnic background,
- The effectiveness of university admissions processes in attracting a diverse range of applicant,
- Student placement experiences and support for students,
- Retaining students and teachers from minority backgrounds while supporting promotion at all levels.

Since the publication of the report, the working group has reformed and extended its membership to include nominated leads to take ownership of their sector's recommendations and has invited third sector organisations and unions to attend to enhance knowledge and collaboration on this work across the education landscape. The focus of the group is to agree steps to ensure the report's recommendations are embedded across the education sector. The group will meet three times per year to develop, lead, agree and monitor the report's implementation plan contributing to regular requests to update the progress tracker.

The extended working group met for the first time in February and is due to meet again in June and October 2019.

Update

The recommendations are progressing well and key actions include:

- The GTCS are revising professional standards to ensure that race issues are explicitly referenced within the context of inclusion, equality and diversity.
- The team in Education Scotland are considering how to reflect the importance of race awareness in educational leadership programmes.

- A data collation exercise has begun to track applications from minority ethnic groups into ITE from point of application through to exiting with qualification.
- A national coaching and mentoring programme is in development in collaboration by the GTCS, Education Scotland and SAMEE.
- Advice is being developed to ensure when education related groups, committees and boards are being refreshed, secretariats are aware of the need to diversify group representation and that they understand the benefits of a diverse member

Next Steps

- A number of actions will progress between meetings and the working group will meet again in June 2019. All minutes of meetings of meetings and the remit of the group can be found on the SG Government Website under the SBTE sub groups page.
- The working group will report to the Strategic Board for Teacher Education twice a year until November 2020. The next update will be submitted in Nov 2019.

HEADTEACHER RECRUITMENT WORKING GROUP – REPORT - UPDATE

Background

1. The Working Group on Headteacher Recruitment was established in 2016 to take forward actions in response to the Association of Directors of Education in Scotland (ADES)'s report on the challenges associated with the recruitment and retention of headteachers in Scotland. The Group was chaired jointly by the Convention of Scottish Local Authorities (COSLA) and Scottish Government and brought together partners from across the education sector.
2. The Working Group concluded its deliberations in summer 2018 and the *Headteacher Recruitment Working Group – Report and Next Steps* along with its *Routes to Headship* paper were published on 1 November 2018.
3. This Report summarises the Working Group's consideration of the issues relating to the recruitment and retention of headteachers highlighted in the ADES report, and reports progress on actions already taken forward by partners in light of the findings. Across four key themes it includes 13 recommendations for the next phase of work to be overseen by the Strategic Board for Teacher Education. The 4 themes are:-
 - Career pathways and preparation for headship
 - Support for existing headteachers
 - Terms, conditions and incentives
 - Promoting the role of headteachers
4. Following the publication of the Report the Working Group ceased to exist however it is recognised that improving headteacher recruitment and retention is a priority for all partners and there is a shared commitment to taking forward this work under the governance of the Strategic Board for Teacher Education.
5. The table below shows recruitment to the Into Headship programme. It shows an overall increase and within that a significant increase in primary teachers coming forward for headship.

	Cohort 1 (2015)	Cohort 2 (2016)	Cohort 3 (2017)	Cohort 4 (2018)	Cohort 5 (2019) [^]
Primary	59	84	96	100	109
Secondary	54	45	56	60	59
National*	118	137	155	166	174

*The total includes others – participants from EY and ASN sectors

[^]This is the 2019 intake and is a provisional figure

Update

6. The recommendations are progressing well working together with partners and in particular those who were members of the Working Group. Actions include:

- The development of a suite of material that will support local authorities in succession planning for filling future headteacher vacancies with particular attention to the forthcoming requirement that all teachers appointed to their first permanent headteacher post must hold the Standard for Headship from August 2020. The Head Teacher Education and Training Standards (Scotland) Regulations 2019 were laid in the Scottish Parliament on 7 May.
- The GTCS PRD Working Group through the review of the PRD guidance will be addressing 2 of the recommendations around emphasising the role of PRD in consistently encouraging and supporting good quality constructive discussions about immediate and longer term career progression. Along with supporting reviews around the prevention of discrimination and unconscious bias.
- Local authorities have been asked to provide details of the opportunities that are currently available for teachers to broaden their experience within their own area and across authorities and what other projects/experiences the local authority may be developing.
- Focussed publicity through 3 consecutive articles in TESS during February were undertaken in support of the campaign to raise awareness of and encourage recruitment to the headteacher role. Coinciding with the ES recruitment to the 2019 Into Headship intake.

**Teacher Education and Leadership
May 2019**