

**EARLY PHASE CAREER OF NEWLY REGISTERED TEACHERS SUB-GROUP
MEETING 3**

MONDAY 11 NOVEMBER 2019, 2.00 PM, CONFERENCE ROOM 4&5

VICTORIA QUAY, EDINBURGH

AGENDA

1. Welcome and introductions
2. Note of 11 September 2019 meeting (EPCG/02/06) and matters arising
3. Presentations and discussion on the emerging findings from:
 - Measuring Quality in Initial Teacher Education (MQulTE) - End of Induction Year Survey 2019 (overview of project – paper EPCG/03/02 refers)
 - The questionnaire sent to teachers entering years 2 – 5 of their post probation careers (EPCG/03/03 – **paper to follow**)
4. Next Steps
5. AOB
6. Date of next meeting



MEASURING QUALITY IN INITIAL TEACHER EDUCATION (MQuITE)

MQuITE is a longitudinal study (January 2017 – December 2022) of quality in initial teacher education (ITE) involving all eleven ITE universities in Scotland, together with GTCS. The project is funded by Scottish Government, having received approval in principle for the whole project, but involving detailed bidding and annual funding for each year of work. The project tracks a study cohort of 2018 & 2019 ITE graduates over a period of five years, using a quality framework developed by the project team.

The project seeks to address two research questions:

1. How can quality in ITE be measured in a Scottish, context appropriate way?
2. What does this measuring tell us about aspects of quality in different ITE routes in Scotland?

While the framework and resulting findings will be unique to Scotland, it is hoped that the process of developing and testing a context-appropriate framework for measuring quality in ITE will be of relevance to other national and state contexts. Indeed, we are also using related international surveys to do some comparative analysis with our own data, thereby locating Scottish ITE quality within an international perspective.

WORK COMPLETED

- The literature review was completed in June 2017, and the full review, and an Executive Summary, are available on the Scottish Council of Deans of Education (SCDE) website
- Framework for measuring quality in ITE developed and published on SCDE website
- Three sets of survey data gathered in summer 2018:
 - School staff supporting students (229 responses)
 - University staff working on ITE programmes (150 responses)
 - Students completing ITE in 2018 (332 responses)
- Individual and focus group interviews with members of survey cohort
- Two sets of survey data gathered in summer 2019:
 - Students completing ITE in 2019 (312)
 - 2018 ITE graduates completing induction in 2019 (225)

FURTHER INFORMATION

We will present some key findings at the SBTE meeting on November 11th, and further information is available at:

Website: <http://www.scde.ac.uk/projects/measuring-quality-in-initial-teacher-education-mquite/>

Twitter: @MQuITE_Ed

Email: MQuITE@ed.ac.uk

MEASURING QUALITY IN INITIAL TEACHER EDUCATION

Dr Aileen Kennedy, Principal Investigator

Dr Mark Carver, Research Assistant



@MQuite_Ed

#MQuite

www.scde.ac.uk



MQuite



SESSION OVERVIEW

1. Recap scope of the project
2. Findings from 2018 survey of school-based teacher mentors
3. Overview of key findings from 2018 and 2019 graduate and induction year surveys
4. Questions/discussion





THE MQUITE PROJECT

- A five-year cohort study tracking 2018 and 2019 ITE graduates
- Funded by Scottish Government
- Supported by GTCS
- Involves co-investigators from all 11 ITE providers in Scotland
- Attracting interest from countries outwith Scotland owing to its unique approach





MQuITE AIM

To develop, collaboratively, a framework for identifying aspects of ITE quality and to use it as part of a five-year cohort study

Research Questions:

1. How can quality in ITE be measured in a Scottish, context appropriate way?
2. What does this measuring tell us about aspects of quality in different ITE routes in Scotland?

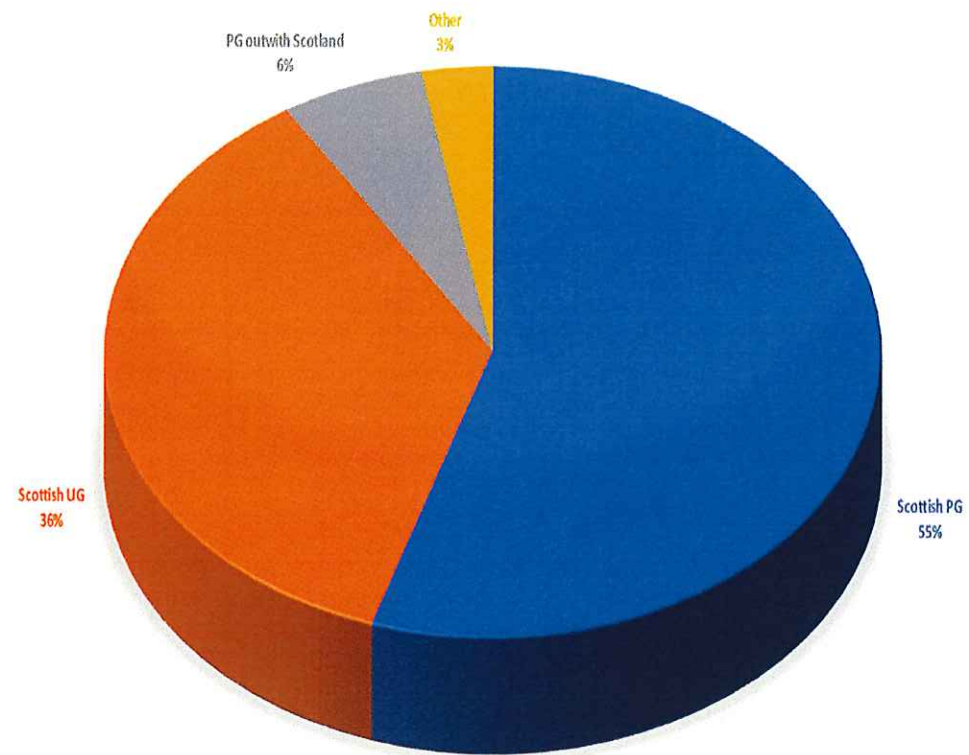




SURVEY OF SCHOOL-BASED TEACHER MENTORS (2018)

- 229 responses
- 70% female; 29% male; 1% prefer not to say
- 50% secondary; 46% nursery/primary; 4% other
- 45% main grade teacher; 29% senior management; 19% middle leadership; 7% other

ITE Qualification



A decorative wavy line at the top of the page, transitioning from red on the left to blue on the right.

‘All teacher should see themselves as
teacher educators, and should be
trained in mentoring’

(Donaldson, 2011, p. 73)

**TEACHING
SCOTLAND'S FUTURE**

Report of a review of teacher education in Scotland



VIEWS ON PRACTICUM AND ITS ORGANISATION

Pleas for organisational alignment suggest a lack of shared understanding of the different pedagogical strategies of different ITE programmes:

"It is VERY, VERY troublesome that placement dates vary to the extent that they do... Please get together and agree consistent dates for each course – surely it can't be that difficult to do this"

"There is no rhyme nor reason with placements in terms of timing, length, or focus."



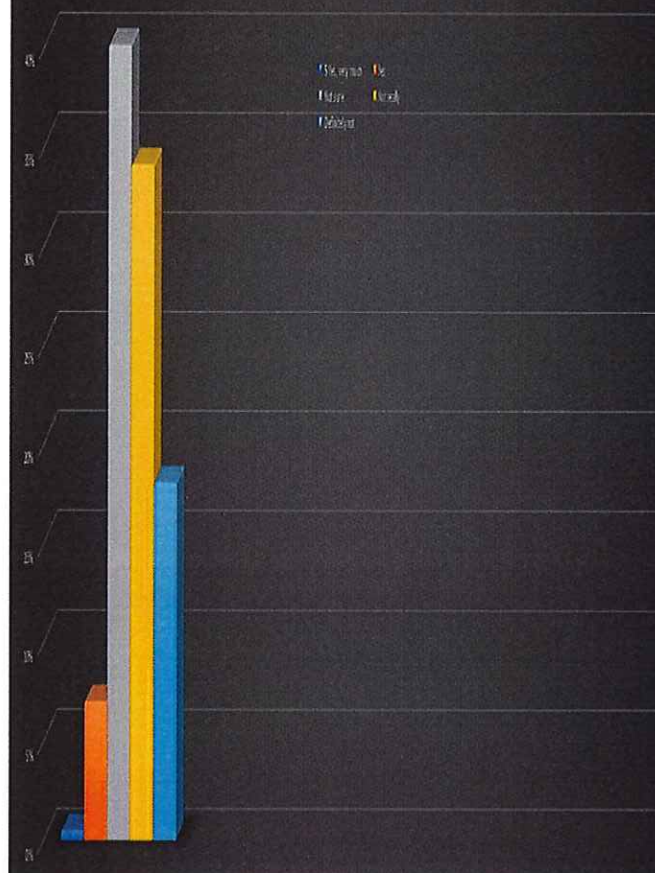
OBSERVATION AND ASSESSMENT

- Strong views about contradictory assessment decisions: “[universities have] a desire to pass students who are struggling”
- Feeling that the teacher’s/school’s view is given less weight: “the universities often overrule the schools”

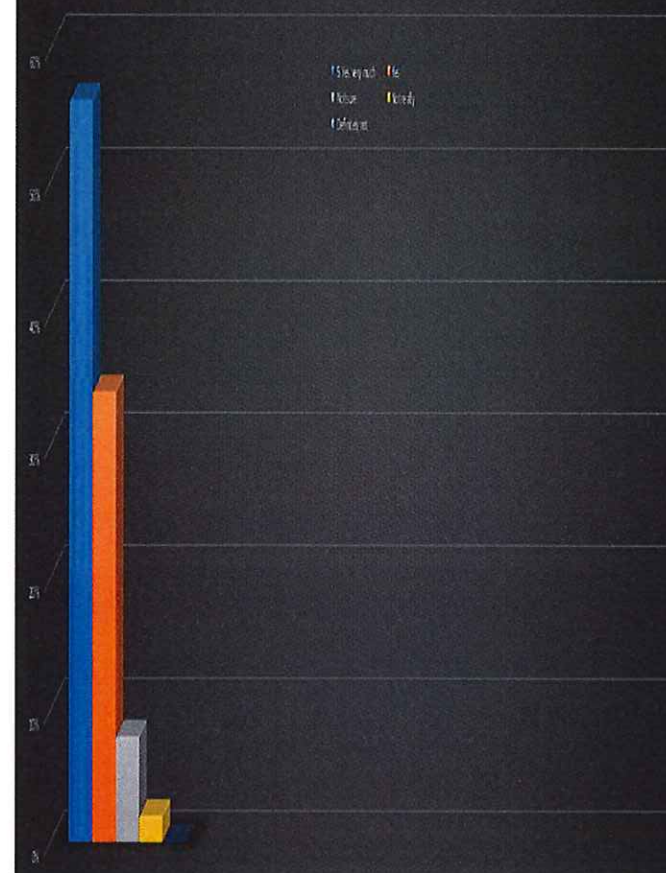
YET...

- Clear message that there are insufficient university tutor observations – suggesting reliance on such visits
- Is there a lack of clarity over the purpose and form of observations in different programmes?

Is there real and genuine partnership?



Would you like to see greater partnership?



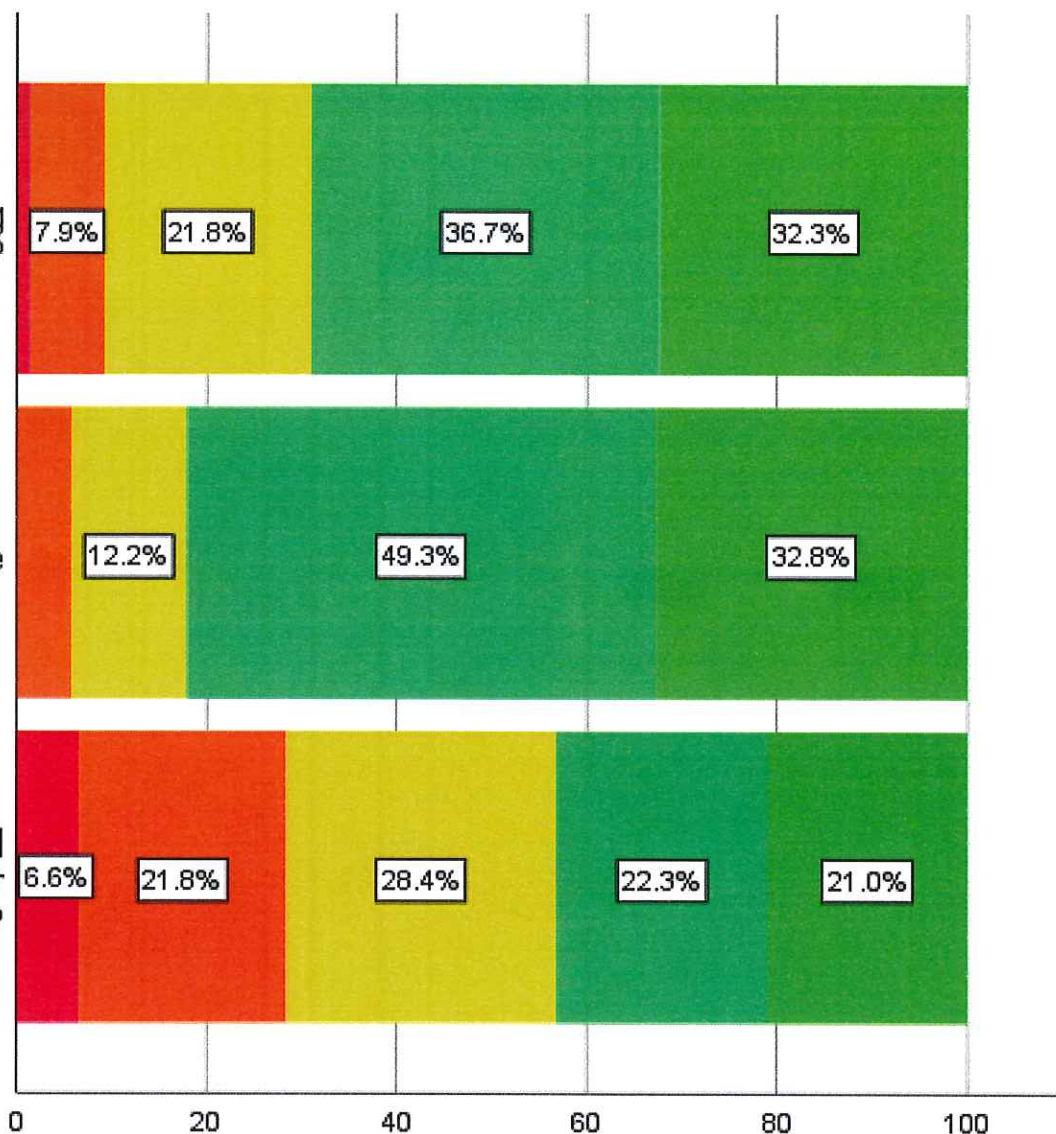


TIME AND EXPECTATIONS

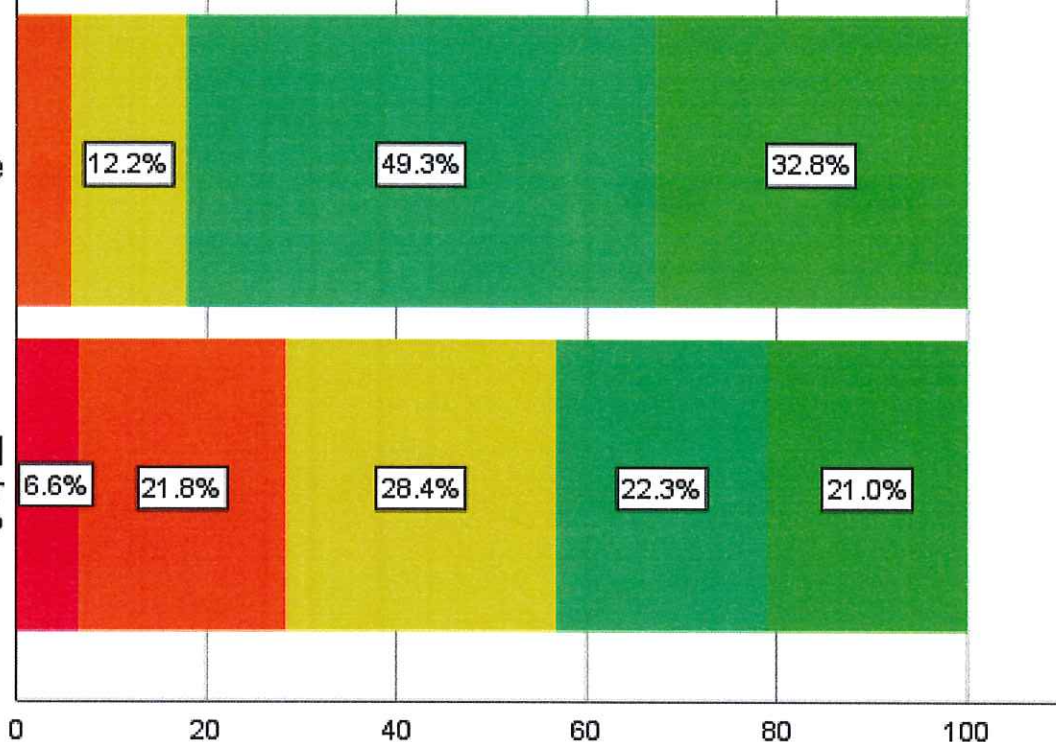
- Too much work/responsibility on teachers
 - “Class teachers are often committed to other classes and unable to provide support [to student]”
 - “Please don’t put any more onto the class teachers”
- Acknowledgment that not all teachers are well-prepared for this role:
 - “Teachers need to be more confident in being honest with students”
 - “Many school mentors have clearly never read the placement guides sent to them.”
 - “Too much is expected of class teachers who often have no experience or understanding of the mentoring role.”



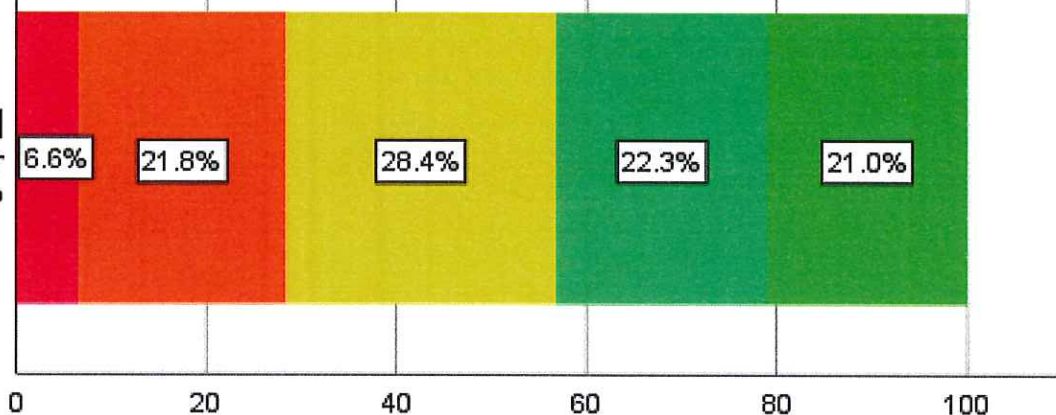
How experienced would you say you are in mentoring student teachers?



Please rate how competent you feel in your mentoring role



Do you feel that you would benefit from further professional development/learning in mentoring at this point in your career?



EXPERIENCES OF PROFESSIONAL LEARNING RELATING TO MENTORING

Have you undertaken any professional development/
learning relating to mentoring?

- Yes 50% No 50%
- Of those that said yes:
 - Most have done local authority coaching and mentoring courses
 - A few have done specialised Masters-level study
 - Some have done twilight courses offered by universities
 - Several have attended a briefing session





GENERAL CONCLUSION

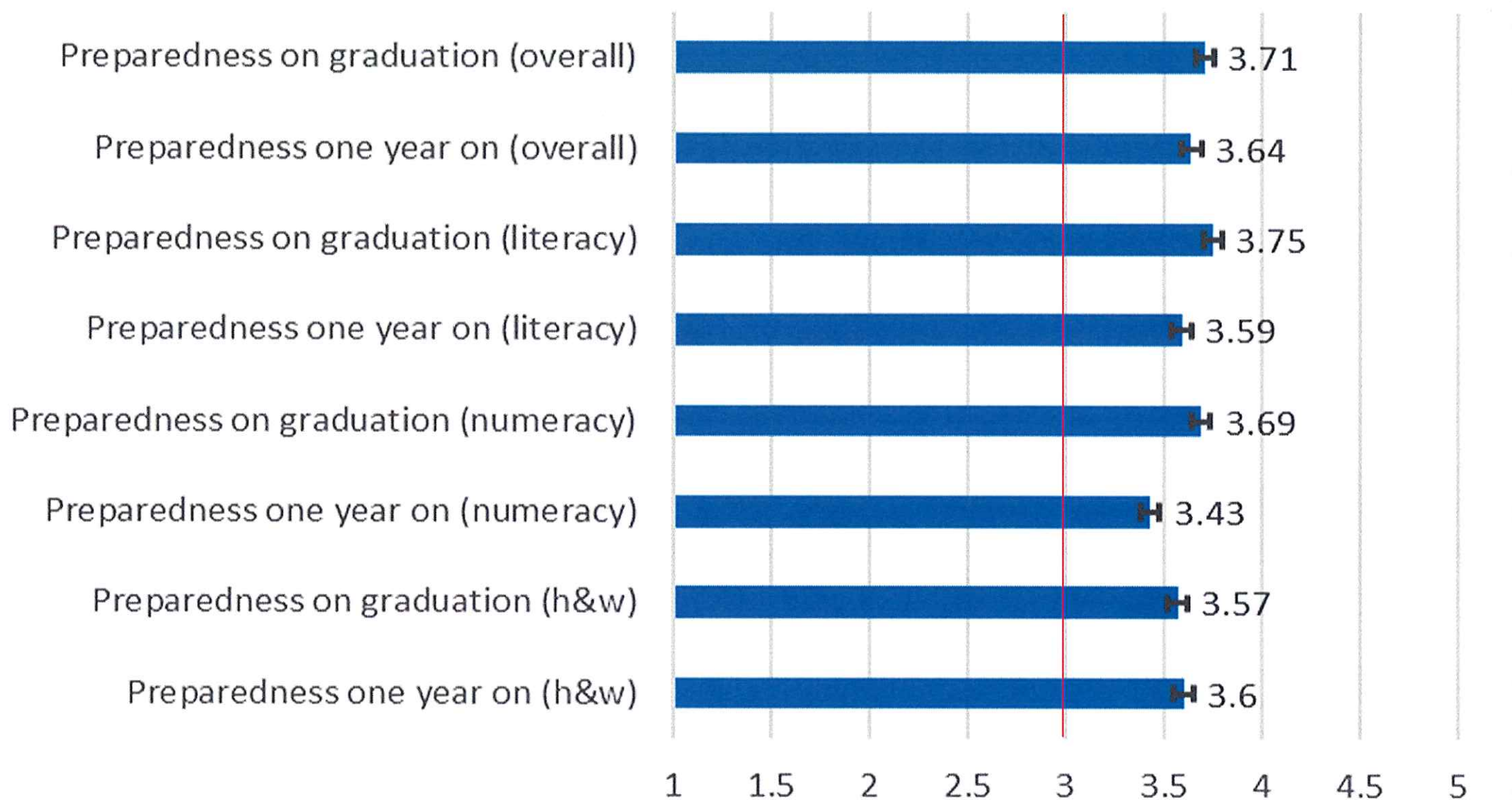
- We are still some way off Donaldson's aspiration that 'All teacher should see themselves as teacher educators, and should be trained in mentoring'
- ... yet, we are signed up to a policy narrative of partnership, whereby ITE is delivered between both university and school.

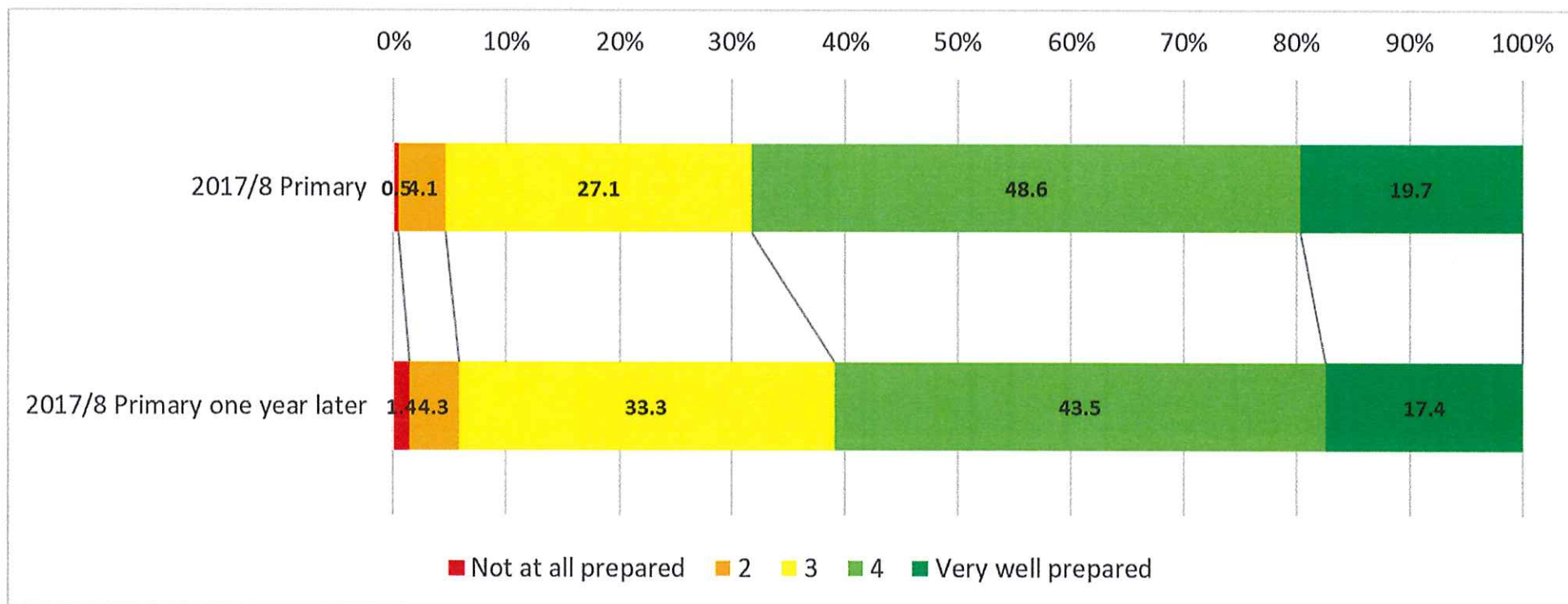


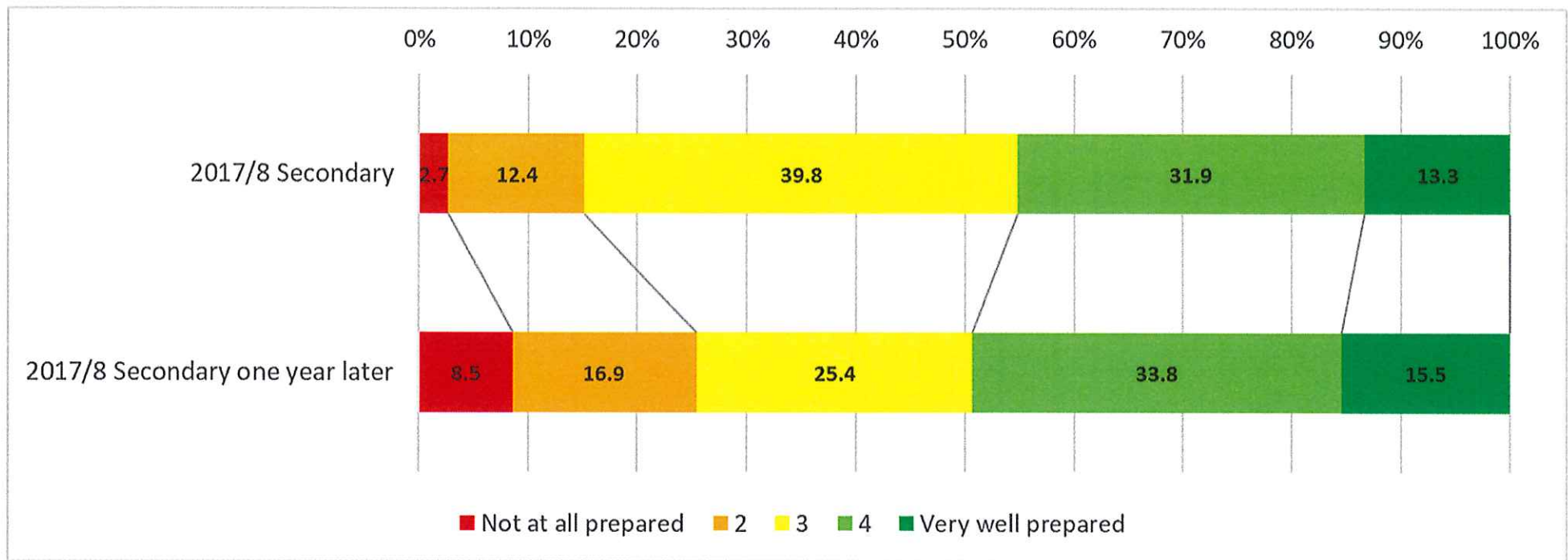
QUESTIONS ARISING?...

- How and when do teachers learn to be mentors or 'school-based teacher educators'?
- How can we build stronger and more effective partnerships based on shared understanding?

This needs national investment, and a national approach, with the school-based teacher educator role being given status that it needs and deserves









CAREER EXPECTATIONS

- On graduation

Teaching in Scotland	72%
Leadership	36%
Teaching elsewhere	24%
Not teaching at all	6%
Masters/PhD	45%

- One year later

Teaching in Scotland	68%
Leadership	33%
Teaching elsewhere	19%
Not teaching at all	9%
Masters/PhD	32%

DO YOU NEED MORE CLPL (NEW TEACHERS)?



Four-point scale, lower numbers are better (<2 implies low need)



At graduation

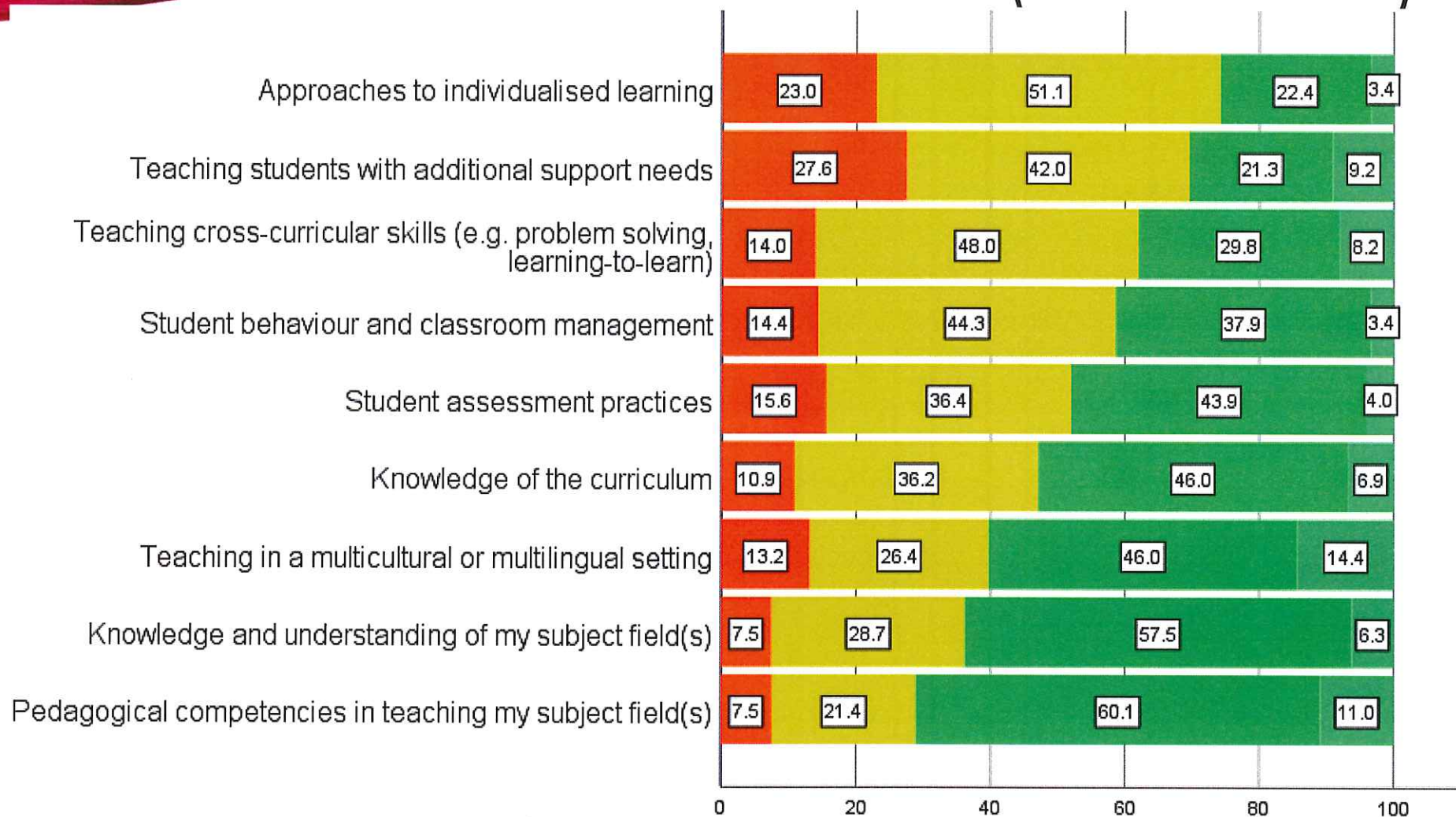
2.59



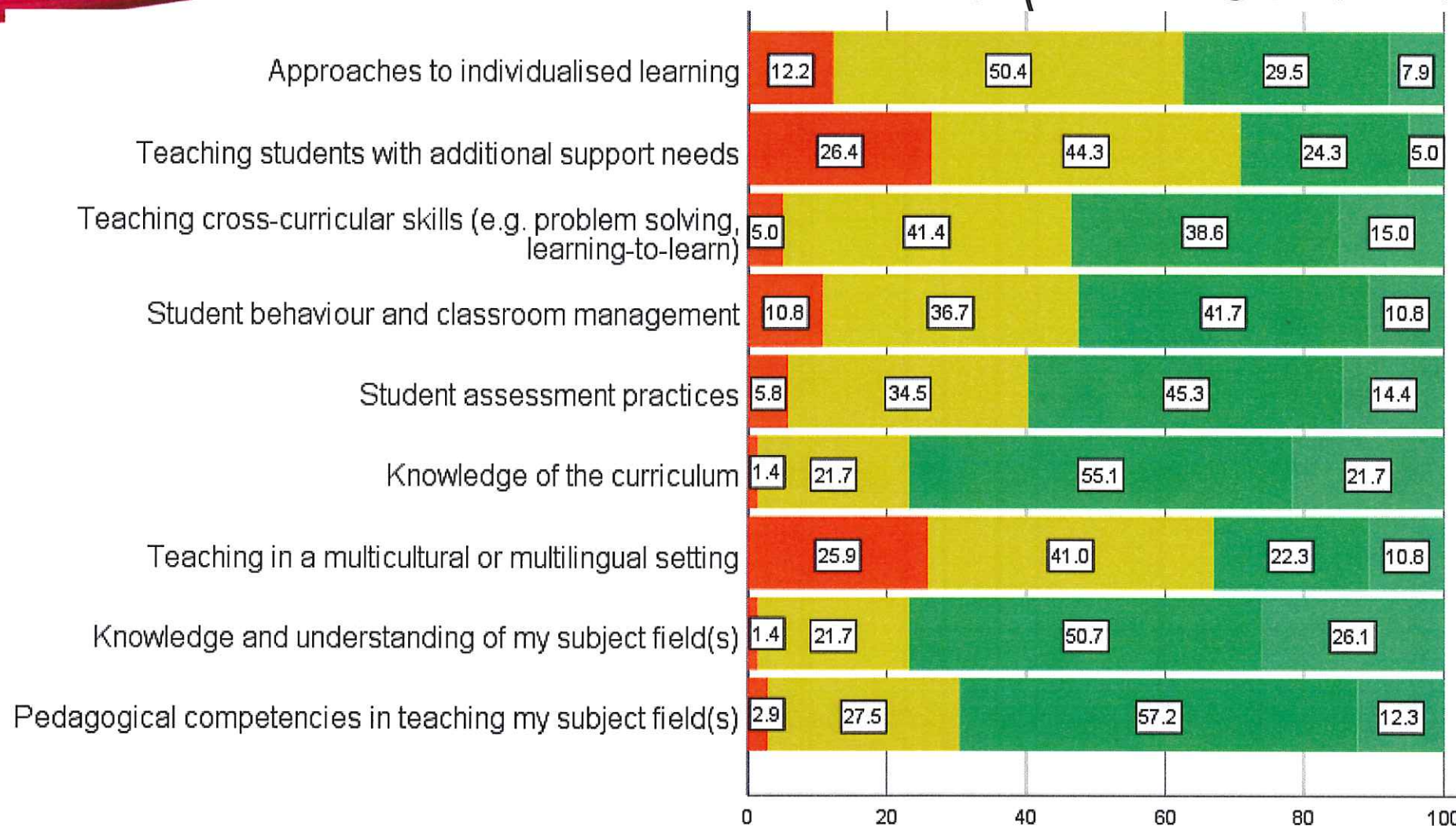
At end of first year

2.43

IN WHAT AREAS (END OF ITE) ?



IN WHAT AREAS (END OF 1ST YR)?





WHAT WAS AND WASN'T HELPFUL?

- Needing more in ASN and individualisation CLPL. End of 1st year realises more need for multi-lingual/multi-cultural CLPL.
- Learning needs to continue through and beyond the 1st year.
- End of ITE: all 12 areas are highly valued, though marginally less utility from social justice and practitioner enquiry.
- End of 1st year: marginally less utility from social justice, ASN, practitioner enquiry, classroom management, child development.
 - Possibly a combination of not really needed, needed but not helpful, or needed and helpful but not enough – we're looking at this through the qualitative data.

ARE THESE BIG NUMBERS?



Preparedness (3.71/3.64) doesn't have a direct equivalent, but self-efficacy is 3.85 compared with 4.21 across OECD and 3.00 in England



CLPL needs higher in 5 areas (assessment, behaviour, individualised learning, ASN, multi-lingual/cultural) and lower in 3 areas (subject knowledge, pedagogical competency, curriculum knowledge) compared with both OECD average and England



Would definitely still be a teacher if given a do-over higher at 4.47 on graduation and 4.12 end of 1st year compared with 3.70 across OECD and 3.83 in England

EPCG/03/03

Analysis of responses to
Early Phase Career Group Questionnaire

Kevin Hanlon
11 November 2019

EPCG Survey - General

- Survey opened – 25 September. Closed 6 November
- Questionnaire issued to 8800 post probation (years 2-5) teachers
- 1081 responses received (**12%**) – this analysis based on returns received as at 4/11 = 1072. Final analysis will include the difference
- 135 (12%) declared a physical or mental health condition. 78 (7%) declared this affects them on daily basis a lot (6) and a little (72). 989 (92%) stated ethnic origin as British/Scottish. 29 (3%) Irish & 32 (3%) Other White Ethnic. Both areas too small for meaningful analysis
- So far we have interrogated data through lens of years teaching, urban/rural and primary/secondary. Once completed proposal is to undertake further analysis looking at responses based on age, gender & under/postgraduate ITE programme
- To revisit these & other options at end of presentation

Q.15 – Responses in support of why TIS or Flexible Route chosen?

- Responses: 964 (89%) (TIS) and 45 (4%) Flexible Route.
- Views on worth of analysing responses for FR, given low response rate?

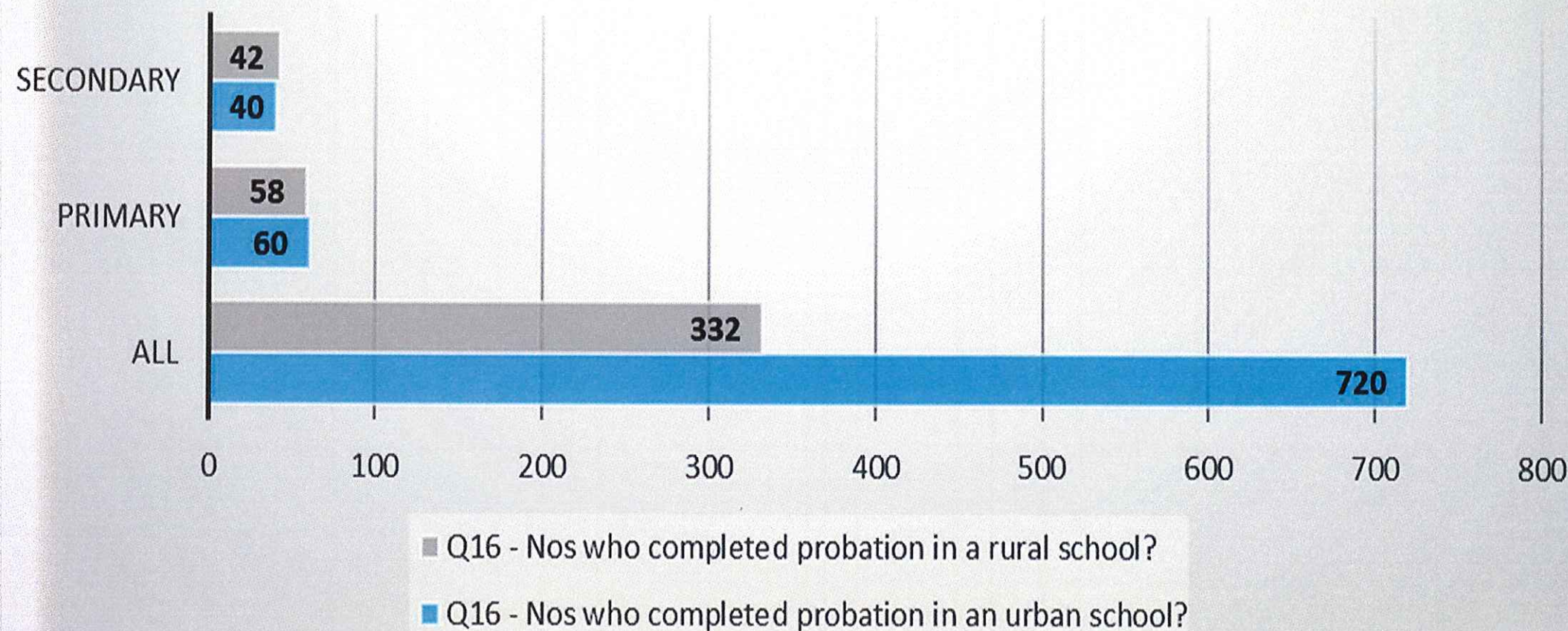
TIS

- This role suited my family life
- Guaranteed job security & support for 1 year
- Quickest route to full registration
- Good professional reputation

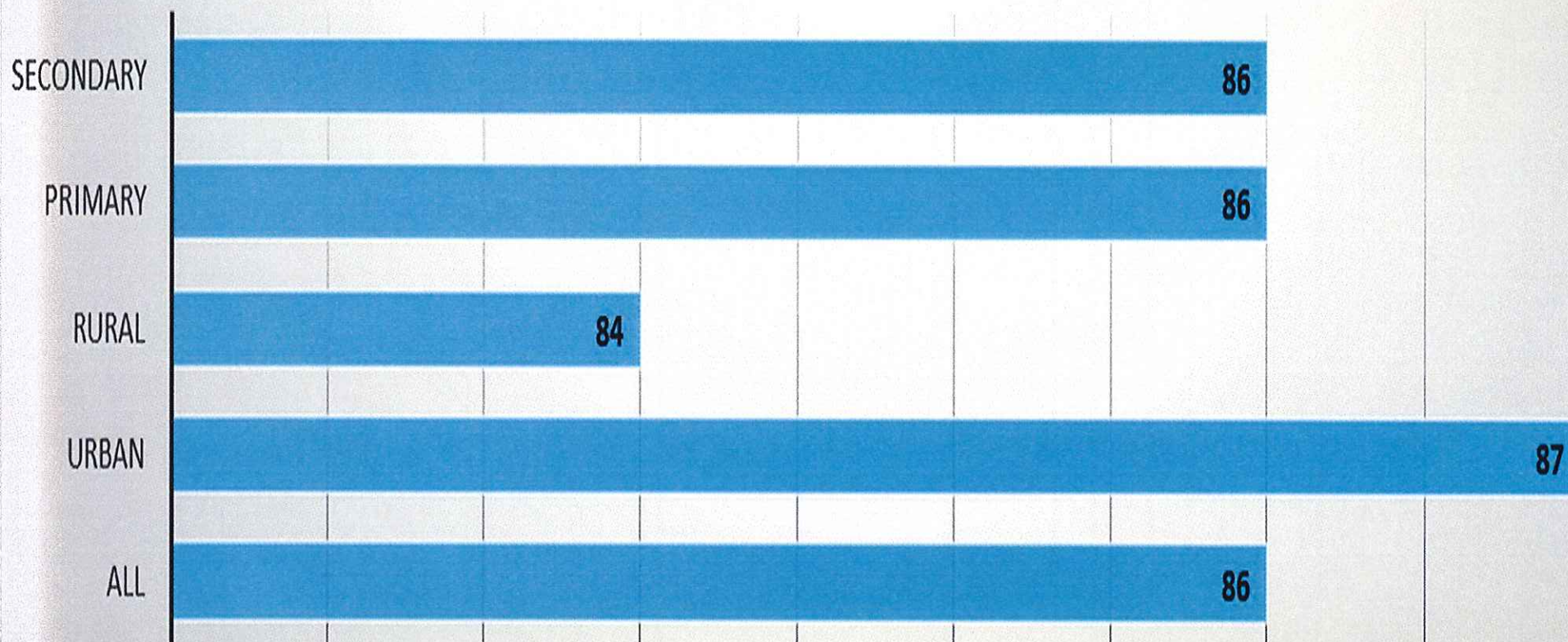
FR

- Worked better for my circumstances as I had choice over which schools I could work in.
- Offered a job closer to home than TIS placement school
- Left teacher induction scheme due to complete lack of support in an inappropriate, very demanding class
- Qualified from outside Scotland and this was the only option open to me

Q16 - % who completed probation in urban/rural school



Q17 - I believe my professional learning as a probationer prepared me to work as a fully registered teacher



Q18 – Statements made in relation to impact of probation in preparing to become a fully registered teacher

Strongly agree/Agree

- I feel the professional learning sessions I attended were very beneficial, and the observation from peers and feedback from the management team helped me to enhance my practice
- I was helped by my mentor and allowed to make mistakes in a supportive environment
- Interesting CLPL opportunities although would have welcomed more opportunities to observe

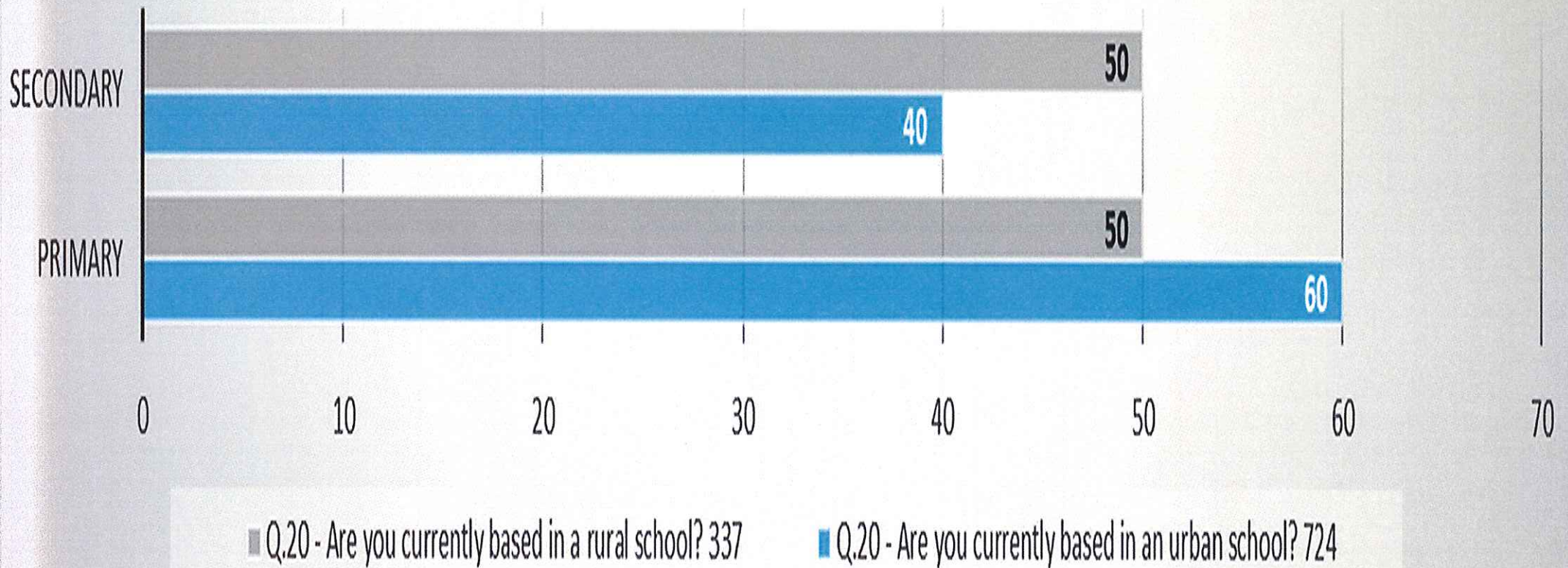
Strongly disagree/Disagree

- Professional learning in probation year was broadly box-ticking, with little focus on the actual requirements of day to day teaching. I think most areas were covered however different schools work in different ways. I felt like I had started all over again when I was fully registered.
- I do not feel that University prepares you for the reality of school. Placements help with the reality of being in the classroom - if you have a good teacher on placement. However, the admin/paperwork expectation of the job is really never touched upon.
- It would have been beneficial to have received more in depth training on teaching literacy and numeracy across the stages and also subjects such as art, PE, and music.

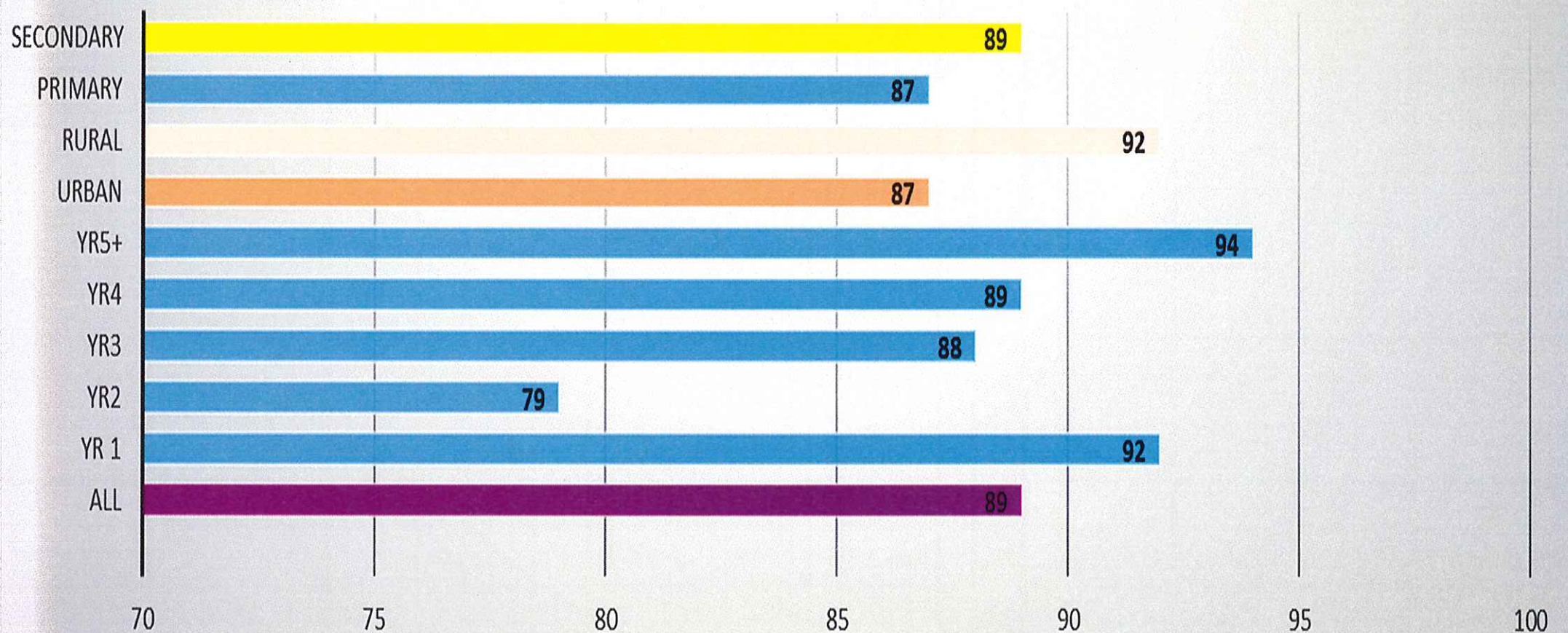
Q.19 – What, if anything, would have helped you through your probationary period to better prepare you for your role as a fully registered teacher?

- Practical workshops on key areas such as differentiation, positive relationships and behaviour management etc.
- More direct observations of good quality teaching and learning.
- Regular protected time out of class.
- More regular mentoring meetings.
- Opportunity to network with other teachers, opportunities to visit other establishments.
- Supported by a mentor teacher when setting up and organising a classroom - team teaching with an experienced teacher for the first month/term would have been helpful rather than always playing catch up

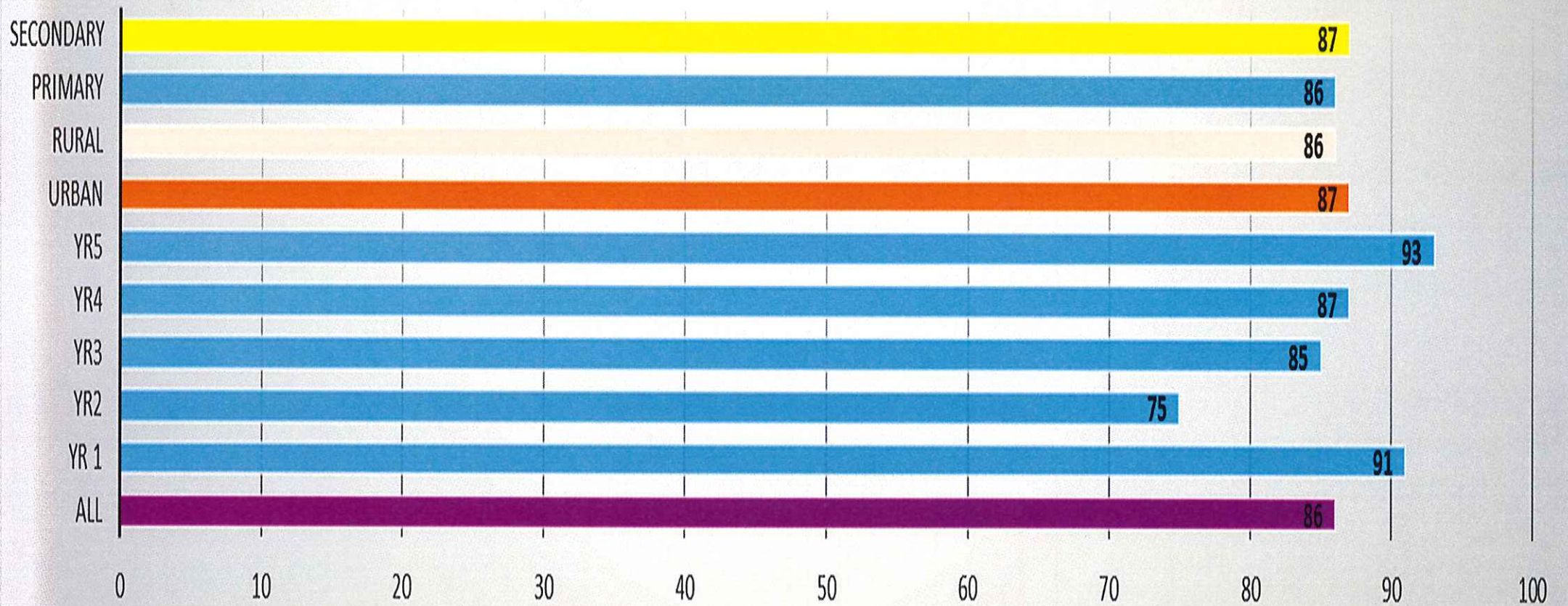
Q20 - Are you currently based in an urban or rural school?



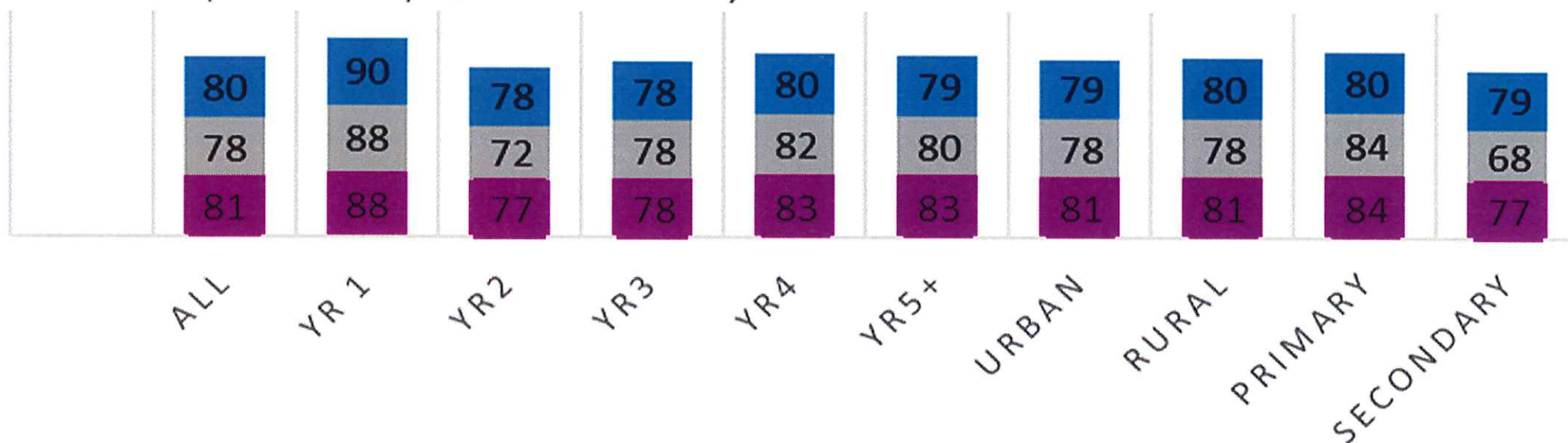
Q22 - My professional learning experience post probation has helped me to feel competent in my current role



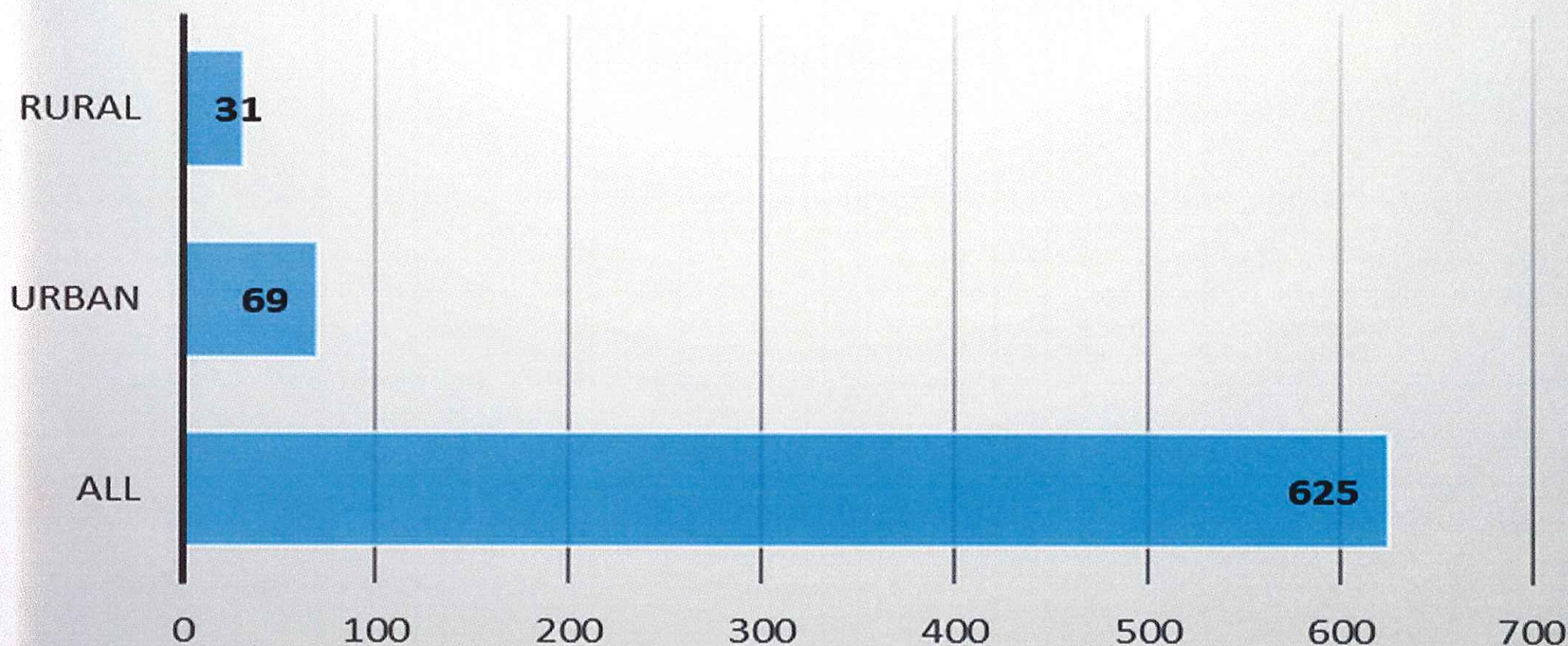
Q23 - My professional learning experience post probation has helped me to feel confident in my current role



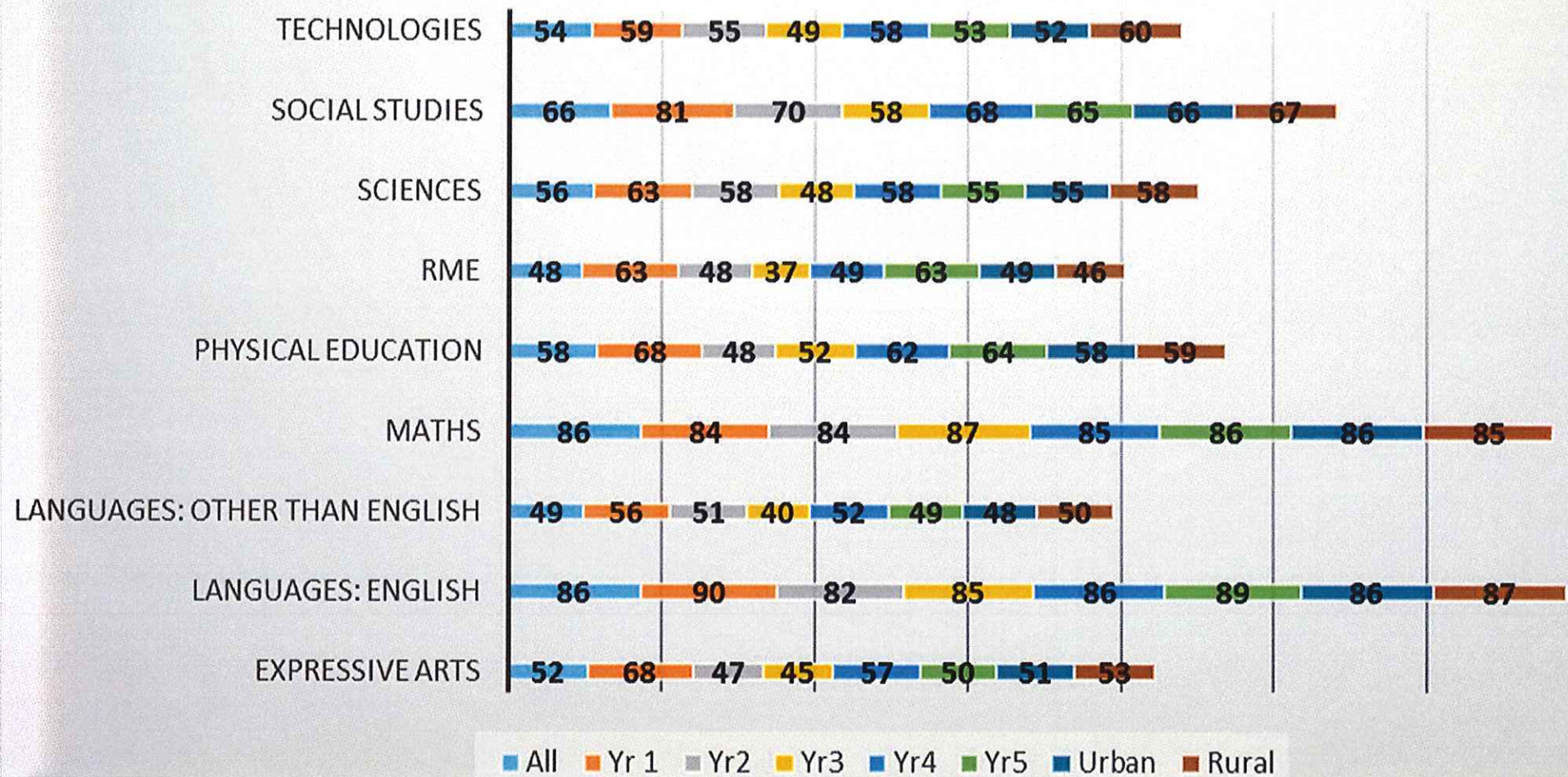
- Q24 - My professional learning experience post probation has helped me to feel confident in discharging my responsibilities in supporting the key national improvement priorities of Health & Wellbeing
- Q24 - My professional learning experience post probation has helped me to feel confident in discharging my responsibilities in supporting the key national improvement priorities of Numeracy:
- Q24 - My professional learning experience post probation has helped me to feel confident in discharging my responsibilities in supporting the key national improvement priorities of Literacy:



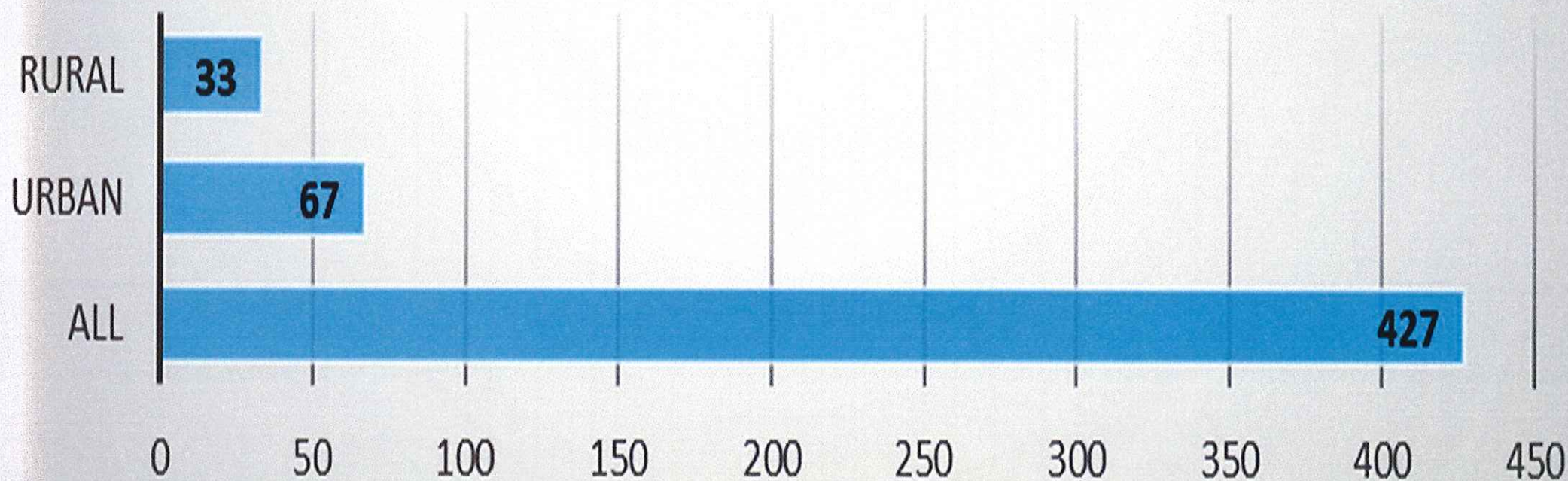
Q25 - Are you registered to teach primary?



Q26 - My post probaton PL has made me feel confident to teach..



Q27 - Are you registered to teach Secondary



Q28 - My professional learning experience post probation has helped me to feel confident to teach my subject at

AS WELL AS WIDER ACHIEVEMENT QUALIFICATIONS

ADVANCED HIGHER

HIGHER

NATIONAL 5

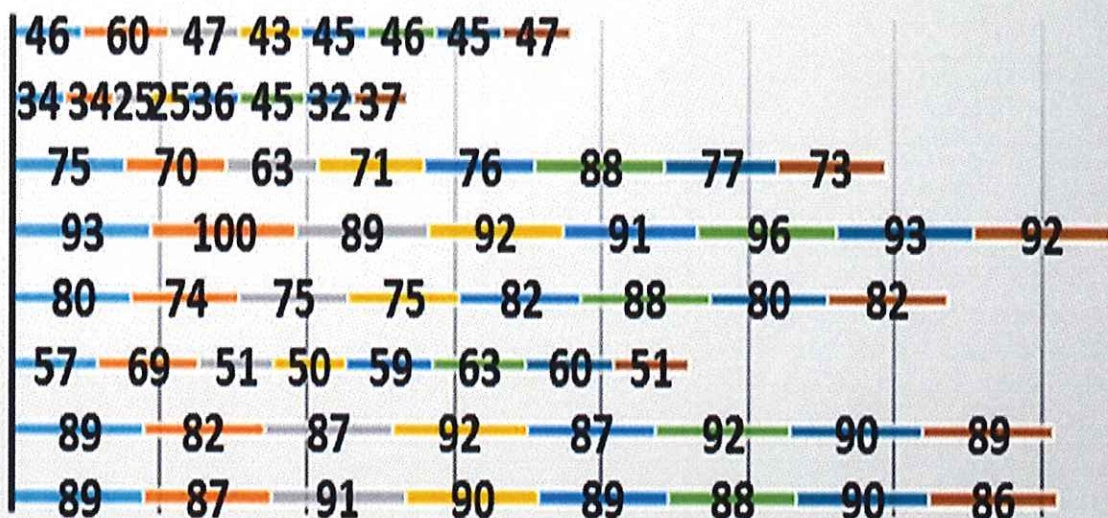
NATIONAL 4

NATIONAL 3

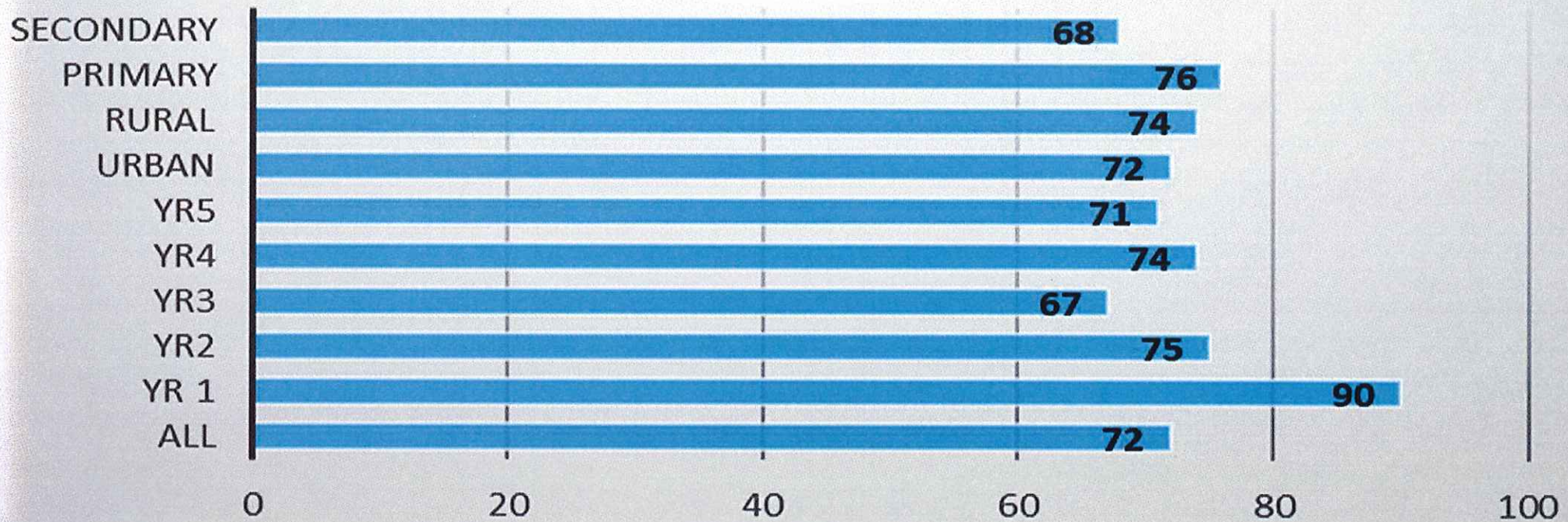
SENIOR PHASE

BGE

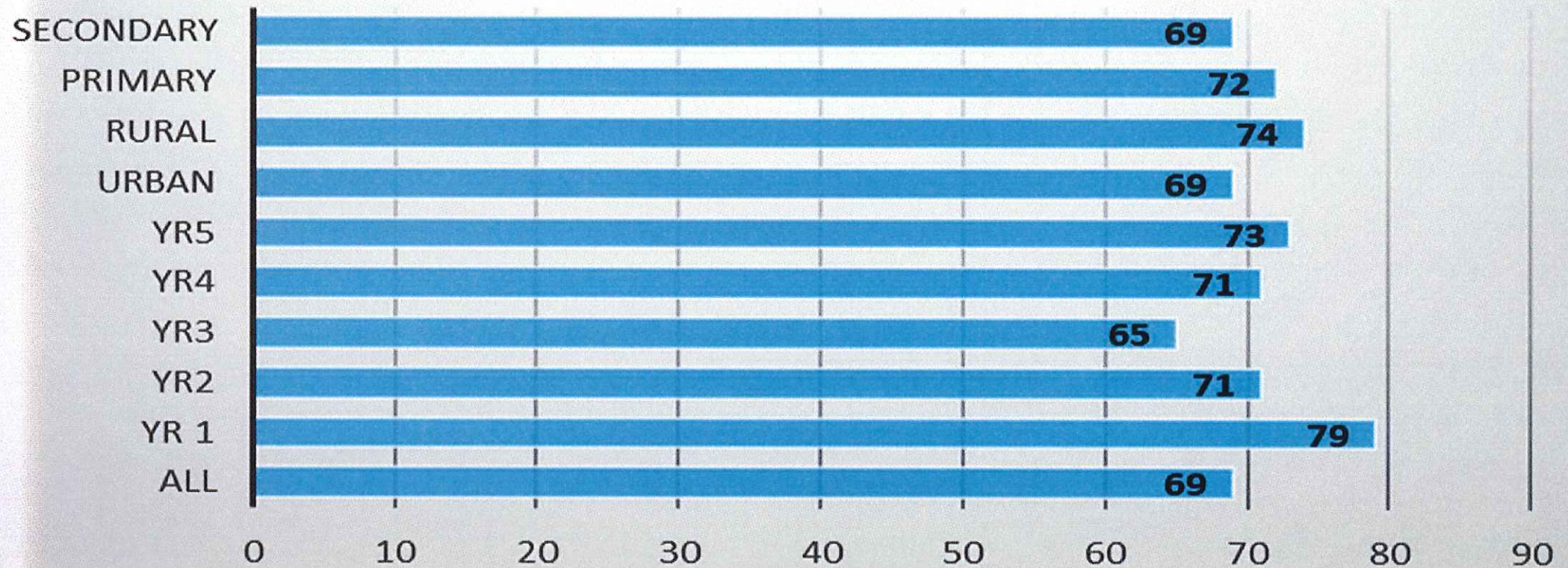
■ All ■ Yr 1 ■ Yr2 ■ Yr3 ■ Yr4 ■ Yr5+ ■ Urban ■ Rural



Q29 - I feel my leadership team are proactive in helping to inform and support my professional development



Q30 - I feel supported in my current context to identify appropriate leadership opportunities



Q31 – Prioritisation of professional learning needs

Those areas flagged as highest areas of development need include:

24% - Education for all – meeting the needs of all learners

17% - Approaches to assessment and moderation

17% - Teaching in a multicultural or multilingual setting

15% - Digital Learning

14% - Learning for Sustainability

12% - Planning for effective learning and teaching

11% - Data Literacy

11% - Parental Engagement & Collaboration

Analysis: Summary of Findings

- Broad agreement that PL during probation helped in preparing to become a fully registered teacher. No difference in view between Primary & Secondary. Very little variation between urban and rural.
- End of year 2 as post probation teacher shows dip in confidence and competence across all indicators
- Views across primary/secondary and urban/rural broadly consistent
- Exception being Literacy and Numeracy, where this is a difference in confidence to discharge responsibilities between Primary (84% & 84%) and Secondary (77% & 68%).
- In Primary, confidence to teach RME & Languages other than English is lowest
- In Secondary, confidence lowest in terms of Advanced Higher and Wider Qualifications; with growth in confidence at end of year 2 in BGE & Senior Phase
- Scope for greater support from leadership teams in helping to inform & support professional development, which shows reported decline after year 2&3 of post probation
- Emerging sense of areas of highest development need. More analysis to follow

Next Steps

- Are there any additional 'cuts of the data' that the group would like to see over and above those already undertaken (Years teaching, urban/rural, primary/secondary)? Proposal is to do age, gender & under/postgraduate. Thoughts?
- Are there any additional gaps in the evidence that we need to address at this stage?
- What assumptions can we now make, based on the evidence we have available?
- What do the group see as the key next steps for presenting to SBTE on 28 November?