

**MINUTES OF THE MEETING OF THE EARLY PHASE CAREER OF NEWLY REGISTERED TEACHERS SUB-GROUP – 2PM - MONDAY 11 NOVEMBER 2019, VICTORIA QUAY, EDINBURGH**

**Present:**

Carrie Lindsay	Director of Education, Fife Council (Chair)
Sharon McLellan	Association of Headteachers and Deputies in Scotland (AHDS)
Barbara Coupar	Scottish Catholic Education Service (SCES)
Debbie Walls	Convention Of Scottish Local Authorities (COSLA)
Lesley Walker	Education Scotland
Susan Quinn	Educational Institute for Scotland (EIS)
Elaine Napier	General Teaching Council for Scotland (GTCS)
Duncan Lawrie	Madras College
Barrie Sheppard	National Parent Forum of Scotland (NPFSS)
Jim Thewliss	School Leaders Scotland (SLS)
Seamus Searson	Scottish Secondary Teachers' Association (SSTA)
Mark Carver	University of Edinburgh (MQulTE Project Team)
Paul Adams	University of Strathclyde (MQulTE Project Team)
Stuart Robb	Scottish Government (SG)
Kevin Hanlon	SG
Stephanie Walsh	SG
Shirley Anderson	SG
Helen Reid	SG (Secretary)

**Welcome and Introductions**

1. Carrie Lindsay welcomed everyone to the third meeting of the sub group and introduced Paul Adams (attending in place of Aileen Kennedy) and Mark Carver from the MQulTE Project Team. Apologies were noted from Anne Paterson, Neil Taylor and Jane Peckham.

**Previous minutes & Matters arising**

2. The minute of the 11 September 2019 meeting was agreed as an accurate record. Carrie Lindsay reminded the group that these will be made available online via the Scottish Government website along with the supporting papers discussed at the meeting.

Teacher Induction Scheme

3. In terms of matters arising, Stephanie Walsh confirmed her intention to ask the Strategic Board for Teacher Education (SBTE) for views at their meeting on 28 November about the current value of the Preference Waiver Payment (PWP), whether this should be the same for both Primary and Secondary, and if further consideration should be given to the issue of student choice.

**Action: Sub-group to remain sighted on outcome and proposed next steps**

## Presentation of available evidence on post probation teachers

4. Carrie Lindsay invited Paul Adams to present the latest findings from the MQulTE project. This is being funded by SG and delivered in partnership with the eleven universities delivering ITE programmes and GTCS.

5. Paul Adams began by explaining that the aim of MQulTE is to track 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 how quality in ITE can be measured in a Scottish, context appropriate way; and what this measuring tells us about aspects of quality in different ITE routes in Scotland.

6. In terms of emerging findings to date both he and Mark Carver confirmed that:

- the variety and timing of ITE student placement patterns across all the different ITE programmes is presenting challenges for schools to both organise and manage the student learning experience
- where there are contradictory assessment decisions between universities and schools, there is an emerging sense that the teacher/school view is given less weight than that of the university
- work/responsibility demands on teachers is meaning they are often not able to provide adequate support to students
- whilst nearly 33% of mentors said they felt very competent in their mentoring, 21% said they felt they would benefit from further professional learning at this point in their career
- there is a decrease in feelings of preparedness amongst ITE graduates in discharging their responsibilities for literacy and numeracy between leaving university and one year into their teaching career. This is different for health and wellbeing, where a slight increase after year one was reported
- there is a drop in interest in Masters/PhD study after year one of the post ITE teaching career
- the top three areas for further professional learning at the end of ITE and the probationer year have emerged as being:
  - approaches to individualised learning
  - additional support needs
  - teaching multi-cultural children and young people

7. Paul Adams summed up by saying that he felt we are still some way off Donaldson's aspiration that '*all teachers should see themselves as teacher educators and should be trained in mentoring.*' This led to a group discussion on the capacity and capability of teachers to be mentors, unrealistic expectations on newly qualified teachers to assume the mentor role in some instances, the sustainability or otherwise of the current model going forward given the pressures that exist on both time and resources, and recognition that the system is not currently geared towards providing support for a five year 'early phase' period.

8. The commitment to ongoing partnership working between universities and schools was welcomed and the importance of trust in terms of ensuring students are being properly assessed was also recognised.

**Action: It was agreed these important issues should be kept under consideration as the work of the sub-group progresses.**

### **Emerging findings from the questionnaire aimed at post probation teachers entering years 2 – 5 of their teaching careers (EPCG/03/03)**

9. Kevin Hanlon presented the analysis of findings from responses to the survey questionnaire that was issued by the GTCS to 8800 post probation (years 2-5) teachers. 1081 responses had been received, representing a return rate of 12%. As the survey had closed on 6 November, he confirmed the data had only been interrogated by number of years teaching, urban/rural and primary/secondary. In terms of key findings, he reported there is:

- broad agreement that professional learning during the probation year had helped in preparing to become a fully registered teacher. No difference in view between Primary & Secondary and very little variation between urban and rural
- a marked dip in the confidence and competence of respondents across all indicators at the end of year 2 of teaching, with views across primary/secondary and urban/rural broadly consistent
- a marked difference in levels of confidence to discharge responsibilities for literacy and numeracy between Primary and Secondary
- lower levels of confidence to teach RME & Languages other than English in Primary
- lower levels of confidence to teach Advanced Higher and Wider Qualifications in Secondary; with a growth in confidence at the end of year 2 in BGE & Senior Phase
- scope for greater support from leadership teams in helping to inform & support the professional development of early phase career teachers, which is showing a reported decline at the end of years 2&3 of teaching
- an emerging sense of those areas of highest development need, which are broadly consistent with the MQulTE findings.

10. The group noted these emerging findings and agreed the data should be analysed further using the criteria of age, gender and whether respondents entered the profession via an undergraduate or postgraduate programme.

### **Next Steps (including managing Report to the Strategic Board for Teacher Education on 28 November)**

11. Helen Reid provided a brief update on the progress made by the sub-group to date. This confirmed that after meeting three times (10/5, 11/9 and 11/11) we had:

- developed an agreed remit and work plan;
- undertook a synopsis of available evidence on the quality of newly registered teachers, drawing on a range of reports;

- presented to and secured support for our programme of work from the Scottish Education Council (SEC);
- developed a survey questionnaire targeted at all teachers (n=8800) entering years 2-5 of their post probation careers, drawing on the approach taken by MQulTE and the Teaching & Learning International Study (TALIS), as well as the views of a number of local authority probationer managers;
- considered an overview of TIS and the key issues currently impacting on the allocation of probationers, especially in rural areas;
- delivered a session at the 2019 Scottish Learning Festival on the work of the group and used that event to 'soft launch' our survey of the early phase career teaching cohort in Scotland;
- completed an analysis of the 1100 (approx) survey responses received;
- established links with the UK Department for Education to remain fully sighted on the work being taken forward in England to progress its Early Career Framework;
- maintained links with the MQulTE project team to ensure awareness of the emerging findings from its work.

**Action: SG to finalise analysis of the survey questionnaire responses using the criteria of number of years teaching, urban/rural, primary/secondary, age, gender and whether respondents entered the profession via an undergraduate and postgraduate programme; and ensure these are presented to the SBTE at their 28 November meeting for discussion and agreement on next steps.**

### **Any other business**

12. Carrie Lindsay confirmed no issues had been raised in advance of the meeting. She asked if the MQulTE team should be invited to join the sub-group, given the relationship that exists between their work and that of EPCG. The general view expressed was that given SG is involved in both of these workstreams, they should advise if/when the sharing of emerging findings and next steps should take place rather than looking to expand on what is already a large membership.

### **Date of next meeting**

**Action: A doodle poll with suggested meeting dates for 2020 to issue after the SBTE meeting on 28 November.**

**SECRETARIAT**  
November 2019