

EARLY PHASE CAREER OF NEWLY REGISTERED TEACHERS SUB-GROUP

MEETING 2

**WEDNESDAY 11 SEPTEMBER 2019, 1.00 PM, CONFERENCE ROOM 2D - 46
VICTORIA QUAY, EDINBURGH**

AGENDA

1. Welcome and introductions
2. Previous minutes (10 May 2019) (EPCG/01/04) and workplan and matters arising
3. Update on meeting with Scottish Education Council – 25 June 2019 (EPCG/02/02)
4. Overview of the Teacher Induction Scheme (EPCG/02/03)
5. Draft Questionnaire aimed at post probation teachers entering years 2-5 of their teaching careers (EPCG/02/04)
6. Information paper on Measuring Quality in Initial Teacher Education (MQuITE) and the ITE Self Evaluation Framework (EPCG/02/05)
7. AOB
8. Date of next meeting

Lunch will be available from 12.00pm

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

Background

At its February 2019 meeting the Strategic Board for Teacher Education recognised the limitations on content that can be covered during Initial Teacher Education; 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.

It was agreed the work programme of the sub-group should 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.

Position

The importance of developing a **current** baseline of evidence on the level of preparedness of newly registered teachers and their learning experience through the Teacher Induction Scheme and Flexible Route were identified as the key first step to inform phase one of the work of the group. The proposed action in support of this approach is set out in the attached Annex.

**Secretariat
Early Phase Career Group
May 2019**

ANNEX

**SBTE SUB-GROUP EARLY PHASE CAREER OF NEWLY REGISTERED TEACHERS
WORK PLAN – PHASE ONE**

What..... do we need to better understand	How..... can this evidence be gathered	Who..... is best placed to gather the information	Methodology
Current indicators of 'quality' and 'resilience' of student and probationer teachers by sector (primary; secondary; urban/rural)	<p>Student Placement System retrievals (although we need to differentiate between personal reasons and issues of competence)</p> <p>Probationer numbers starting and completing TIS and Flexible Route</p> <p>Numbers of teachers in pay scales 1-5 as proxy marker of retention</p> <p>Conversion rate between ITE and TIS</p>	<p>GTCS</p> <p>GTCS</p> <p>SG</p> <p>GTCS</p>	<p>Review of latest data</p> <p>As above</p> <p>As above</p> <p>As above</p> <p>As above</p>
Understanding how effectively TIS and Flexible Route are developing newly registered (primary and secondary) teachers in both urban and rural settings and to identify what gaps remain in terms of knowledge, understanding and confidence of these teachers in the early stages (years 1-5) of their post probation career	<p>Probationer Managers Network</p> <p>Post probation teachers at pay scales 1-5</p>	<p>GTCS/ADES Personnel Network</p> <p>Professional Associations</p>	<p>Discussion groups using questions agreed by sub-group</p> <p>Survey using questions agreed by sub-group</p>

<p>[The SBTE has also asked the sub-group to consider the way in which probationers are allocated to local authorities, including the use of the preference waiver system. This will be taken forward by the TIS Organisation Group (TISORG) who will work in tandem with the sub-group.]</p>	<p>Participants in ES Teacher Leadership Programme and other leadership programmes for views on additional support needs of early phase teachers</p> <p>Focus groups</p> <p>MQuITE findings</p> <p>Scottish Attainment Challenge (SAC) funded research through Scottish Council of Deans (SCDE) on developing pedagogies that work for pre-service and early career teachers to reduce the attainment gaps in literacy, numeracy and health and wellbeing</p> <p>ERASMUS study looking at the distance learning experience</p>	<p>ES Professional Learning & Leadership</p> <p>All sub-group members</p> <p>SG/MQuITE</p> <p>SG</p> <p>SCDE</p>	<p>As above</p> <p>As above</p> <p>Review of latest data</p> <p>As above</p> <p>As above</p>
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Capacity of those in mentoring / coaching roles and their support needs	<p>Probation Managers Network</p> <p>Participants in ES Collaborative Middle Leadership, Supporting Teacher Leadership and other leadership programmes for views on their coaching/mentoring capacity</p> <p>Local Authorities – to determine how resources allocated to support mentoring on the TIS are being allocated to and used by schools</p> <p>Members of Prof Associations</p> <p>University of Glasgow Research project</p>	<p>GTCS</p> <p>ES Professional Learning & Leadership Team</p> <p>ADES HR</p> <p>Professional Associations</p> <p>SG</p>	<p>Discussion groups using questions agreed by sub-group</p> <p>Survey using questions agreed by sub-group</p> <p>As above</p> <p>As above</p> <p>Accessing learnings from project led by Prof Kay Livingston working with EU countries</p>
Learning from implementation of the Department of Education Early Careers Framework	Ongoing liaison with Department of Education colleagues	SG	

STRATEGIC BOARD FOR TEACHER EDUCATION (SBTE) EARLY PHASE CAREER OF NEWLY REGISTERED TEACHERS SUB-GROUP

Purpose

To inform the SEC that a sub group of the Strategic Board for Teacher Education (SBTE) has been formed to consider how newly registered teachers can be better supported to develop their knowledge and pedagogical skills during the early phase (years 1-5) of their teaching careers.

Background

The Teacher Induction Scheme (TIS) is recognised around the world as representing a highly effective route to gaining full registration as a teacher. However, more recently there has been an increasing number of concerns raised about the quality of mentoring support provided during the probationary year, the readiness of probationers for the classroom at the end of their time on the TIS, and the range of professional learning resources that are available for post probation teachers to access.

At its February 2019 meeting, the SBTE considered a paper tabled by the General Teaching Council for Scotland (GTCS), which set out some very early thinking on how additional support for newly registered teachers might be structured.

In considering this paper the Board recognised the limitations on content that can be covered during Initial Teacher Education (ITE) (particularly PGDE programmes) and agreed that a sub-group of SBTE be established to explore reasons for the variability of experience by probationers whilst on the TIS or Flexible Route; and to identify whether additional measures are needed to help teachers in the early phase of their career to access high quality professional learning designed to meet their personal development needs.

Current position

The sub-group met for the first time on 10 May to agree its remit (**Annex A**) and to consider a synopsis of available evidence on the quality of newly registered teachers, drawn from the following reports:

- Teaching Scotland's Future, December 2010 and Evaluation of Teaching Scotland's Future, (TSF), April 2016
- Survey of Association of Heads and Deputies in Scotland (AHDS) members - Students and Probationers, February 2017
- Scottish Government (SG) report – Gathering views on probationer teachers' readiness to teach, November 2017
- Feedback from the Association of Directors of Education in Scotland (ADES) Personnel Network on Quality of Probationers, April 2018

Although these reports vary in scope and are based on both quantitative and qualitative data over a nine year period, the group agreed that the themes of **probationer resilience and wellbeing** and the **quality of coaching and mentoring support** were consistent within all; and that these issues should be explored further to better understand where current gaps in provision exist.

There is currently research underway into the quality of ITE through the Measuring Quality in Initial Teacher Education (MQuITE) project and the ITE self-evaluation framework, which is being applied by universities to quality assure the delivery of ITE content in the priority areas of literacy, numeracy and health and well-being. That being the case, the sub-group agreed that its focus should be on the post ITE phase of a teachers career, but that it should draw from emerging findings from this ITE focused research, where appropriate, as well as highlighting any ITE related issues identified through its work.

The group also recognised that given the limitations in extending the content of ITE provision, it will be important to identify what additional professional learning opportunities are needed to help equip and support teachers to meet the needs of the children and young people with whom they engage on a daily basis.

In updating the SBTE on the outcome of its first meeting, the Board asked that the sub-group also considers the way in which probationers are allocated to local authorities, including use of the preference waiver scheme, as well as the quality of the learning experience whilst on the TIS.

Next steps

It is proposed the group's programme of work is taken forward in two phases. The first phase will focus on working with all key stakeholders to develop a current baseline of evidence on the level of preparedness of newly registered teachers and their learning experience through the TIS and Flexible Route. The second phase will consider how these findings are addressed. The aim is to complete phase one by end November 2019. A decision on the scope and timing of phase two will then follow.

A project plan is currently being developed, This will focus on:

- reviewing the existing indicators of 'quality' and 'resilience' of student and probationer teachers by sector (primary/secondary; urban/rural);
- exploring how effectively the TIS and Flexible Route are developing newly registered primary and secondary teachers in both urban and rural settings and identifying what gaps remain in terms of knowledge, understanding and confidence of these teachers in the early stages (years 1-5) of their post probation careers;
- considering the effectiveness of the TIS allocation model in meeting the needs of local authorities; and
- the capacity and capability of mentoring support available across the education system.

Conclusion

SEC members are invited to:

- note the planned work of the sub-group; and
- provide comment on the approach being proposed.

CARRIE LINDSAY

Chair, SBTE Early Phase Career sub-group

SBTE SUB-GROUP EARLY PHASE CAREER OF NEWLY REGISTERED TEACHERS

ROLE & REMIT

Background

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

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

Role

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

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

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

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

Remit

The sub-group will:

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

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

Membership

Chair

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

Members

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

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)**
- 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: **11 September 2019**
Agenda item: **4**

Purpose: **For discussion**

TITLE: Overview of Teacher Induction Scheme

Key Issues: This paper presents an overview of the Teacher Induction Scheme allocation process and developing issues for consideration by the Teacher Induction Ongoing Review Group (TISORG)

Action Required: EPCG members are invited to note:

- the data provided by GTCS;
- the issues this has raised which were discussed by TISORG on 5 September, and
- that a verbal update on the outcome of the TISORG meeting will be provided to the EPCG on 11 September.

Author: Stephanie Walsh **Date:** September 2019

Teacher Induction Scheme

Background

The Teacher Induction Scheme (TIS) was introduced in 2002 as a key element of the 2001 Teachers' Agreement. The scheme guarantees every eligible student graduating with a teaching qualification from one of Scotland's universities a one-year probationary post in one of Scotland's 32 local authorities. In addition, the Teacher Numbers Commitment contained in the Local Government Settlement commits all local authorities to provide places and an additional £37.6 million is allocated within the settlement to support delivery of this commitment.

The TIS was devised in order to provide a supply of new teachers to schools throughout Scotland. Moreover, the intention was to provide the best learning experience for newly qualified teachers (NQT's) entering into the profession, whilst gaining the Standard for Full Registration (SFR) with the General Teaching Council for Scotland (GTCS) within a school year. The TIS should not be regarded solely as a system for filling teaching posts within schools. Allocations are made based on choice, given the process is informed by graduates being asked to select five local authorities they would wish to be placed in. As an alternative, individuals can choose to waive this right by opting for the Preference Waiver Payment. This means they can be placed in any local authority and receive remuneration for doing so.

Governance

To ensure that the integrity of the TIS is maintained the Teacher Induction Scheme Ongoing Review Group (TISORG) has been reinstated from 2018. The group consists of representatives from the GTCS, Scottish Government, local authorities, teacher organisations and universities with meetings being held quarterly. Issues affecting the TIS, such as those mentioned below, are discussed with the view to identifying solutions or raising matters that may be of concern. TISORG also offers local authority members an opportunity to discuss and share their experiences of the scheme, largely from a probation managers perspective. The group is meeting on 5 September 2019 and we will provide a verbal update at the 11 September early phase working group meeting on proposed next steps in response to the findings raised within this paper.

Position

The scheme has been recognised by the Organisation for Economic Co-operation and Development (OECD) as being "world class", held in high regard by other international comparators and by the **Association of Directors of Education in Scotland as "one of the success stories of Scottish Education"**. However, over the years, a number of issues have had a negative impact on the allocation of probationers, more commonly experienced in rural local authorities. These are outlined below.

Key Issues

- **A reduction in places being offered by local authorities** – Generally, local authorities are able to offer sufficient places for primary probationers but in terms of secondary subject teachers, finding places that match subjects to student choice is difficult. This has been a perennial issue in the secondary sector. However, for the first time this year, an initial shortfall of 227 posts offered in the primary sector was reported.

As every eligible student is guaranteed a placement on the scheme any unplaced probationers are offered to local authorities on a fully funded basis. As a result, over 400 primary posts were subsequently offered to meet the 227 shortfall.

In order for the TIS to be viable, it is essential that local authorities offer their allotted share of primary and secondary posts. Currently, there is a misconception in some local authorities that TIS is a mechanism for filling vacancies in schools, whereas the scheme was introduced to provide NQT's with the best learning experience towards meeting the standard for full registration.

- **Increase in probationers choosing the Flexible Route** – The Flexible Route was introduced as an alternative to the TIS for those probationers for whom the TIS was not suitable e.g. international students and part time probationers. Initially this route did not generate a great deal of interest, however, in recent years there has been an evident increase in probationers choosing this option (see Annex A). We believe that this may be down to the current recruitment situation and schools offering existing PGDE students places for their probation year outwith the TIS allocation process.

Although there are no obvious reasons for this shift, it is noticeable that the number of probationers leaving the TIS after the allocation process has been finalised has increased in recent years. This may suggest that individuals are not satisfied with the local authority they have been allocated, albeit one of their preferred five choices, or that more localised personal arrangements are being made.

This trend has an impact on all local authorities who in turn will experience an escalation in their dropout rate post allocation resulting in a number of unfilled teaching posts in August.

- **Shift in the numbers of probationers selecting local authorities in the West of Scotland** – Statistics show that in recent years there has been a noticeable rise in the proportion of probationers who select local authorities in the West of Scotland for their five preferences. As it is a probationer's prerogative to choose where they wish to undertake their placement there is no mechanism, as things stand, to ensure an even balance across all authorities. This shift may have a detrimental impact on other authorities, specifically in remote and rural areas. In the event that a probationer has been unsuccessful in securing a place after the allocation process, they will be offered to local authorities on a fully funded basis. It is likely a high proportion of probationers falling into that category will be allocated to the West of Scotland, given the local authority choices they will have made. Annex B provides a summary of local authority allocations.

- **Drop in probationers choosing the Preference Waiver Payment (PWP) option** – In recent years the number of probationers choosing the PWP option has declined, which has added to the pressures of allocating probationers to remote and rural authorities. This is more apparent in the secondary sector where there is the additional challenge of subject choice to be considered (see Annex C). Changes in recruitment practices by local authorities may also be having an impact on PWP applications.

In 2008, a recommendation was made by the Teacher Employment Working Group to increase the payment for PWP (£8000 for Secondary) to help meet the demand for teachers in the Secondary sector. Consequently, this resulted in an increase in probationers opting for PWP. With the recent drop in PWP applications, TISORG may wish to reflect on this again with a view to increasing the number of probationers who choose this option.

- **Subject choice/vacancies** – Each year there are students applying to join the TIS, having qualified to teach subjects that preferred local authorities find difficult to accommodate within their schools e.g. Italian. Equally, there are also other subjects in which the number of students joining the TIS fall short of the places being offered by local authorities e.g. Home Economics. The mix of modern languages can also be difficult for local authorities to accommodate.

These subjects can vary but the issue demonstrates that the students being recruited to teacher training courses in Universities could better reflect the key issues/subjects most needed by local authorities. Scottish Government will be working with COSLA to better understand local “need” as part of the forthcoming teacher workforce planning process in October.

- **Support for Probationers** – While the scheme has been recognised as “world class” by the OECD in the past, some local authorities are reporting a perceived increase in the number of probationers requiring additional support during their TIS year. Budgetary and staffing pressures in recent years may have an impact on probationer support. To ensure the appropriate support is on offer to allow probationers to meet the SFR, schools should ensure that there is suitable time allocated for both teaching and professional learning.

When the TIS was introduced in 2002 probationer teachers had the benefit of reduced class contact time of a maximum of 15.75 hours per week, in contrast to the maximum of 22.5 hours per week of class contact time expected of all other teachers. However, in 2011 it was agreed by the Scottish Negotiating Committee for Teachers (SNCT) and the GTCS that the maximum class contact time for probationary teachers on the TIS would increase to 18.5 hours per week. Whilst reducing the amount of time available for professional learning it benefits the probationer teacher by allowing them additional on the job experience. GTCS advice is that the increase in class contact time should be phased over the academic year. Whilst we have no evidence, this perhaps varies across local authorities.

- **Post-probation drop off** – In recent years we have heard anecdotally that many probationers either do not enter teaching post-probation or drop out of teaching in the early phase of their career. The statistics in Annex D drawn from Local

Government pay data show that there is a significant number of probationers who, after meeting the SFR, do not enter the profession immediately after their induction year. Whilst we do not know the specific reasons, we suspect this may be for personal circumstances, gap years or working abroad. However, figures show that the NQT's who continue into teaching predominantly remain in the profession.

Further background information regarding the TIS can be found in Annex E.

ANNEX A	Number of allocations to TIS (inclusive of figures from Flexible Route, deferrals and withdrawals) by year (2011/12 – 2019/20)
ANNEX B	Teacher Induction Scheme Summary by year and authority (2017/18 – 2019/20)
ANNEX C	Number of probationers opting for PWP by year (2017/18 – 2019/20)
ANNEX D	Teacher Numbers/Pay Scale
ANNEX E	TIS Information

ANNEX A

The overall number of probationers allocated to TIS, inclusive of figures for the Flexible Route, deferrals and withdrawals from the scheme

YEAR	TOTAL NUMBER ALLOCATED TO TIS @ May of each year	NUMBER OPTING FOR FLEXIBLE ROUTE @ September of each year	NUMBER DEFERRED FROM TIS @ September of each year	NUMBER WITHDRAWN FROM TIS @ September of each year
2017/18	3296	65	260	172 (incl. FR)
2018/19	3277	58	301	168 (incl. FR)
2019/20	3566	81	284	150 (incl. FR)

ANNEX B

Teacher Induction Scheme Summary by year and authority (2017/18 – 2019/20)

Local Authority	2017/18 Teacher Induction Scheme				2018/19 Teacher Induction Scheme				2019/20 Teacher Induction Scheme			
	Primary vacancies offered @ March 2017	Allocated (Primary) @ June 2017	Secondary vacancies offered @ March 2017	Allocated (Secondary) @ June 2017	Primary vacancies offered @ March 2018	Allocated (Primary) @ June 2018	Secondary vacancies offered @ March 2018	Allocated (Secondary) @ June 2018	Primary vacancies offered @ March 2019	Allocated (Primary) @ June 2019	Secondary vacancies offered @ March 2019	Allocated (Secondary) @ June 2019
ABERDEEN CITY	66	64	62	45	66	63	54	38	71	72	73	34
ABERDEENSHIRE	133	128	98	61	104	93	90	60	112	115	61	43
ANGUS	42	39	40	22	41	40	29	25	38	39	28	23
ARGYLL & BUTE	22	24	14	10	28	27	10	8	21	21	11	5
CLACKMANNANSHIRE	36	17	27	14	24	24	17	12	24	20	21	14
DUMFRIES & GALLOWAY	69	67	47	36	66	50	49	38	70	65	54	36
DUNDEE (City of)	72	63	57	31	64	53	50	31	53	59	51	31
EAST AYRSHIRE	48	39	50	43	46	37	44	31	44	50	50	38
EAST DUNBARTONSHIRE	73	72	102	57	61	65	69	61	59	67	83	49
EAST LOTHIAN	39	37	53	36	38	38	68	38	39	43	59	44
EAST RENFREWSHIRE	59	57	86	48	62	66	84	64	65	74	93	93
EDINBURGH (City of)	129	112	108	72	122	109	110	76	133	124	115	107
EILEAN SIAR	14	14	11	5	5	5	15	11	5	8	13	8
FALKIRK	66	66	61	54	69	66	63	51	70	61	75	65
FIFE	169	157	122	94	179	154	131	97	195	189	163	113
GLASGOW CITY	167	151	145	120	176	165	152	116	208	219	157	152
HIGHLAND	101	89	97	68	101	83	89	55	61	66	84	63
INVERCLYDE	32	30	28	12	31	29	28	16	33	32	30	18
MIDLOTHIAN	34	30	28	19	33	33	31	30	36	36	30	29
MORAY	38	29	25	13	52	33	41	17	20	21	35	15
NORTH AYRSHIRE	65	61	44	25	39	33	31	59	25	31	37	30
NORTH LANARKSHIRE	153	148	128	83	138	125	121	86	147	165	125	75
ORKNEY ISLANDS	5	5	11	5	9	6	9	4	5	6	6	3
PERTH & KINROSS	45	44	37	32	43	42	35	37	31	32	31	24
RENFREWSHIRE	69	68	72	46	51	57	63	58	36	40	58	58
SCOTTISH BORDERS	26	23	63	13	33	20	124	32	27	19	50	19
SHETLAND ISLANDS	5	4	4	3	7	5	8	4	5	3	4	2
SOUTH AYRSHIRE	44	40	48	22	44	34	40	29	44	40	42	28
SOUTH LANARKSHIRE	132	127	123	88	132	125	120	86	106	117	112	101
STIRLING	43	40	48	32	41	40	37	30	43	45	40	39
WEST DUNBARTONSHIRE	40	34	37	36	39	36	37	31	38	48	43	43
WEST LOTHIAN	75	56	59	45	71	65	57	53	76	71	59	69
Total	2111	1935	1935	1290	2015	1821	1906	1384	1940	1998	1893	1471

ANNEX C

The number of probationers who selected the Preference Waiver Payment option and allocated employer (2017/18 – 2019/20)

Local Authority	2017-18	2017/18	2018-19	2018/19	2019-20	2019/20
	PRIMARY	SECONDARY	PRIMARY	SECONDARY	PRIMARY	SECONDARY
ABERDEEN CITY	0	8	0	10	1	11
ABERDEENSHIRE	39	39	21	23	14	25
ANGUS	0	3	0	4	0	4
ARGYLL & BUTE	1	5	1	2	0	0
CITY OF EDINBURGH	1	1	1	1	0	1
CLACKMANNANSHIRE	2	2	0	0	4	1
COMHAIRLE NAN EILEAN SIAR	0	1	0	5	0	3
DUMFRIES & GALLOWAY	18	26	15	22	14	15
DUNDEE	0	4	0	2	0	4
EAST AYRSHIRE	0	9	0	0	0	1
EAST DUNBARTONSHIRE	0	0	0	0	0	0
EAST LoTHIAN	0	4	0	3	0	3
EAST RENFREWSHIRE	0	0	0	0	0	0
FALKIRK	0	3	0	2	0	0
FIFE	34	43	32	35	63	45
GLASGOW CITY	0	0	0	0	0	0
HIGHLAND	30	52	21	27	0	32
INVERCLYDE	0	0	0	0	1	0
MIDLoTHIAN	0	1	0	1	0	1
MORAY	1	2	3	3	0	2
NORTH AYRSHIRE	0	1	0	5	0	2
NORTH LANARKSHIRE	0	0	0	4	0	0
ORKNEY	0	5	0	0	0	1
PERTH & KINROSS	0	12	0	12	1	6
RENFREWSHIRE	0	0	0	0	0	0
SCOTTISH BORDERS	1	8	0	11	0	0
SHETLAND	0	1	0	2	0	0
SOUTH AYRSHIRE	0	2	0	1	0	0
SOUTH LANARKSHIRE	0	2	0	1	0	0
STIRLING	0	2	0	2	0	2
WEST DUNBARTONSHIRE	0	1	1	0	0	0
WEST LoTHIAN	0	0	0	1	0	0
TOTALS	127	237	95	179	98	159

ANNEX D

Teacher Numbers/Pay Scale 2007 - 2018

			2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
	Teachers Total FTE													
Total			33,233	34,641	34,658	33,656	33,403	34,716	35,177	34,496	35,745	36,427	37,001	37,585
T07	0		3,215	3,128	3,204	2,910	2,070	2,183	2,390	2,566	2,699	2,832	3,149	3,093
T07	1		1,517	1,259	1,163	1,076	1,393	1,564	1,446	1,610	1,925	2,069	2,176	2,271
T07	2		1,812	2,005	1,703	1,364	1,564	1,744	1,530	1,492	1,735	2,049	2,166	2,224
T07	3		1,691	1,991	2,177	1,848	1,679	1,985	1,991	1,559	1,668	1,831	2,085	2,219
T07	4		1,595	1,783	2,181	2,218	1,991	1,953	2,091	1,958	1,663	1,692	1,795	2,055
T07	5		1,632	1,596	1,770	2,069	2,250	2,081	1,988	2,028	1,993	1,599	1,614	1,736
T07	6		21,770	22,879	22,461	22,171	22,455	23,207	23,739	23,282	24,062	24,354	24,018	23,987

Teacher Induction Scheme Information

Eligibility

Students from Scotland, other parts of the UK and other Member States of the European Union, who are studying at a Scottish Higher Education Institution, are eligible to join the Teacher Induction Scheme (TIS) as they are recruited within the controlled numbers which have been set for teacher workforce planning purposes. Participation in the TIS is not, however, compulsory for these students and some may choose to follow the alternative Flexible Route which is less structured and may better suit their personal circumstances.

Students from non-EU overseas countries, who choose to attend Scottish Universities to train as teachers, are not recruited within these controlled numbers and are therefore ineligible to join the scheme. These students can, however, follow the alternative Flexible Route to complete probationary service if they are able to remain and work in Scotland on completion of their studies.

Flexible Route

Background

When a teacher joins the register with provisional registration, they are required to complete a number of satisfactory days probation to allow them to demonstrate and evidence that they have met the Standard for Full Registration.

The probation days can be completed either on the Teacher Induction Scheme (TIS) or via the Flexible Route (FR). The TIS requires a teacher to work full time, continuously in one school for 190 days and provides a probationer with a training post guaranteed for one year. The TIS experience is structured and has guaranteed support from both the local authority and the school. The probationer also has a reduced timetable to enable them to engage in a core programme of professional learning. The TIS probation year is recorded through online TIS profiles.

A probationer choosing the Flexible Route is required to find their own employment, which can enable a probationer to work closer to home or part time if they prefer. There is no guarantee of support on the Flexible Route and a probationer following this route is required to complete 270 satisfactory days to achieve full registration although they can request full registration after 190 days if they have worked full time continuously in one school (due to being similar to TIS).

Currently, there are approximately 1500 Flexible Route probationers with provisional registration who are recording their progress towards full registration using an online profile hosted in MyGTCS. Feedback from the probationers, schools and local authority officers is that there is a lack of clarity and understanding around the roles, responsibilities and requirements within the Flexible Route online profile.

Within the GTCS, this leads to a high volume of calls and emails to the Professional Learning and Development Department, but within the wider Scottish education system, it creates a route to full registration that is less attractive to those coming into teaching.

Development

The GTCS revised the existing Flexible Route profile and supporting materials. The revised Flexible Route Online Profile was shared with probation managers for feedback and discussion. They also asked for a small number of Local Authorities to become part of a pilot group. Aberdeen City, Dumfries and Galloway, Fife, Glasgow City and Highland volunteered. Support was offered to the five LAs in the pilot group:

- A face to face session with probationer supporters and/or probationers
- Online guidance documents for all stakeholders which can also be downloaded into a hard copy
- A PowerPoint presentation which can be used by the LA to inform those working with the revised profile

The revised Flexible Route Online Profile is ready to go 'live' in June 2019 for those in the pilot and will allow all stakeholders a more structured and supported probationer experience. Two support sessions with stakeholders have taken place in Glasgow City and others have been arranged in the next two months for Fife, Aberdeen City and Highland.

The ongoing benefits will be:

- A simpler, more user-friendly system for Flexible Route probationers and those in supporting roles.
- Quality Assurance of the Flexible Route experience will be ongoing.
- Clear, accessible guidance in a variety of forms for FR probationers and those in supporting roles.

Timeline

	November 2019	January to June 2019	June 2019	January 2020
Revised Flexible Route Online Profile	Employers asked to join a pilot group to go live with the revised profile in March		New FR probationers in pilot group complete the revised online profile	Revised FR Online Profile is live for all FR probationers
Support and Guidance for Probationers and Supporters	Probation managers' walk through of revised FR online profile	Training sessions offered to users in pilot group	Support materials available on GTCS website and In2teaching	Training sessions and development of guidance ongoing

Allocation of Probationers

The process of allocating probationers to local authorities is jointly administered by the Scottish Government and the GTCS.

Students who wish to join the scheme are requested to choose the five local authorities to which they would prefer to be allocated for their TIS placement and they are guaranteed to be allocated to one of these five preferences. Aside from being able to express these preferences, to avoid the risk of discriminating against any particular student or category of student, other individual personal circumstances are not taken into account in the allocation process. However, these are taken into consideration by a local authority when allocating probationers to schools.

Whilst this option provides a student with the opportunity to carry out their probation in one of their preferred local authorities it can have a negative impact on authorities who attract less interest. In recent years, there has been an evident shift regarding student preference to local authorities located predominantly in the West of Scotland with remote and rural authorities realising a decrease as a result.

Preference Waiver Payment (PWP)

As an alternative to selecting five local authorities, a student can choose to waive this right by opting for the PWP.

The PWP was introduced by the Scottish Government in 2004 to help attract students to more remote areas.

Only a small percentage of probationers choose remote and rural authorities as one of their five local authorities for their TIS placement. Remote and rural authorities are therefore prioritised in the allocation of the probationers who have chosen the PWP option.

Initially the PWP was set at £4000 for Primary and Secondary probationary teachers; this was increased to £6000 the following year. In 2008, a recommendation was made by the Teacher Employment Working Group that the payment for Secondary probationary teachers should be increased to £8000 to help meet the demand for teachers in this sector.

In recent years, there has been a noticeable decrease in students who have chosen the PWP option). The reasons for this are unclear, however, this results in a negative impact when allocating probationers to remote and rural local authorities.

Funding Arrangements

To provide support for each probationer a pointage of 0.1 FTE is included in the funding for mentoring. This additional funding is to ensure a probationer is guaranteed access to a teacher for support throughout the induction year. In addition, in most local authorities, probationers have access to a local authority probation manager who will also provide support when required.

As part of the local government finance settlement local authorities are committed to providing places on the scheme each year for every probationer teacher who requires one and, with the agreement of CoSLA, £37.6 million is held for distribution in the redetermination of revenue support grant in March each year. The Scottish Government agrees the number of posts attracting additional funding with all 32 local authorities individually and distributes additional funding accordingly.

Meeting date: **11 September 2019**
Agenda item: **5**

Purpose: **For discussion**

TITLE: DRAFT QUESTIONNAIRE AIMED AT POST PROBATION TEACHERS ENTERING YEARS 2 – 5 OF THEIR TEACHING CAREERS

Key Issues: The Early Phase Career Group (EPCG) agreed at its 10 May 2019 meeting that it would be important to develop a current baseline of evidence on the knowledge, understanding and confidence of teachers in the early stages (years 1-5) of their post probation careers.

A draft questionnaire has been developed for this purpose and is shown at **Annex A**.

Action Required: EPCG members are invited to:

- offer views on the detail of the draft questionnaire;
- note that an accompanying narrative will be developed to inform survey participants of the background and to explain the purpose of this work;
- confirm support for the timing of the consultation period and next steps proposed.

Author: Kevin Hanlon

Date: September 2019

DRAFT QUESTIONNAIRE AIMED AT POST PROBATION TEACHERS ENTERING YEARS 2 – 5 OF THEIR TEACHING CAREER

Background

1. At the 10 May 2019 meeting of the Early Phase Career Group (EPCG) it was agreed that it would be important to develop a current baseline of evidence on the knowledge, understanding and confidence of teachers in the early stages (years 1-5) of their post probation career to inform phase one of the group's work. This baseline is to be informed by gathering evidence on:
 - current indicators of 'quality' and 'resilience' of student and probationer teachers by sector (primary; secondary; urban/rural)
 - how effectively TIS and the Flexible Route are developing newly registered (primary and secondary) teachers in both urban and rural settings
 - gaps remaining in terms of knowledge, understanding and confidence of these teachers in the early stages (years 1-5) of their post probation careers;
 - the way in which probationers are allocated to local authorities, including the use of the preference waiver system, which is being taken forward by the TIS Organisation Group (TISORG) working in tandem with the sub-group;
 - capacity of mentors/coaching and their support needs;
 - implementation of the Department of Education Early Careers Framework.

Position

2. In her note of 24 July 2019, Helen Reid confirmed the key actions agreed at the 10 May 2019 meeting of the EPCG had been incorporated into a project plan and provided group members with an update on progress made.
3. Following issue of this update we identified, in reviewing the work of the Measuring Quality in Initial Teacher Education (MQuITE) project, that they had already issued a survey to gather views from those newly registered teachers who had completed the Teacher Induction Scheme in the 2018/19 academic year. This data will be made available to the EPCG.
4. That being the case, the decision was taken to promote the MQuITE led survey to all 2018/19 TIS graduates via the probation manager network to help positively impact on response rates; and to draw on the construct of that questionnaire along with the Programme for International Student Assessment (PISA) 2018 Teacher Questionnaire to help shape and inform a version that the EPCG could use to gather the views of teachers in the early phase of their careers i.e. those at years 2-5 of their post probation teaching careers – **see Annex A**.

Consultation

5. In helping to inform the construct of the questionnaire, we have also consulted a sample number of probation managers, the General Teaching Council for Scotland, Scottish Government (SG) policy colleagues and members of the Teacher Induction Scheme Ongoing Review Group (TISORG), which includes representation from universities, local authorities, GTCS, COSLA and EIS.
6. We also met with SG Education Analytical colleagues who strongly advised that the focus for identifying gaps in terms of the knowledge, understanding and confidence of teachers in the early stages of their post probation career should focus initially on the teachers forming that cohort. Once responses are received and analysed, the common themes emerging from that work should then be used as the basis for further consultation with a wider range of relevant interests to either corroborate and/or challenge the findings. This could form phase 2 of the work of the group.
7. We also anticipate that the construct of the questionnaire, as proposed, coupled with the findings from the MQulTe survey will surface issues relating to levels of mentoring capacity and support, which the EPCG agreed should form part of its evidence base.

Timings

8. As group members know, we are hosting a workshop on the Early Phase Career Group at the Scottish Learning Festival on 25 September 2019. The intention is to use that opportunity to formally launch the on-line consultation, which we propose will remain open until close on 6 November 2019. This should then allow sufficient time for initial findings to be collated and reported to the meeting of EPCG on 11 November and a fuller analysis developed and presented to SBTE on 28 November, at which next steps on the work of the group can be agreed.

Presentation

9. With the assistance of the GTCS, a link to the survey will only be sent to those teachers who are at the year 2-5 post probation stage of their teaching careers. Subject to approval of the questionnaire by the group, we will work with the GTCS to develop an introductory narrative that explains to recipients the partnership approach underpinning this work, the purpose of the questionnaire, and how we propose using the findings from the consultation. The opportunity will also be taken to stress to recipients that all responses will be completely anonymised.

Next steps

10. EPCG members are invited to

- offer views on the construct of the draft questionnaire (**Annex A**);
- note that an accompanying narrative will be developed to inform survey participants of the background and purpose of this work; and
- confirm support for the timing of the consultation period being proposed.

Early Phase Career Group Secretariat

September 2019

ANNEX A

**EARLY PHASE CAREER OF NEWLY REGISTERED TEACHERS
PROPOSED QUESTIONNAIRE**

Demographic Information

Gender: XX
 Age last birthday: XX
 Ethnicity: XX
 First Language: XX
 University attended: XX
 ITE Programme attended: XX

Stage of post probation career (as at August 2019): XX
 Number of authorities employed by to date: XX

Part 1

1) Did you undertake:

Teacher Induction Scheme (TIS)? Flexible Route? Other?

2) If you selected Other, please specify:

3) Was your probation year spent in an urban or rural school?:

4) I believe my time as a probationer prepared me to work as a teacher.

Strongly disagree	Disagree	Agree	Strongly Agree

5) If you disagree with this statement can you please explain why?

Part 2

1) Are you currently based in an urban or rural school?:

--

2) What is your current employment status (Permanent or Temporary)?

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3) My probation experience and professional learning to date has helped me to feel **competent** in my current role.

Strongly disagree	Disagree	Agree	Strongly Agree

4) My probation experience and professional learning to date has helped me to feel **confident** in my current role.

Strongly disagree	Disagree	Agree	Strongly Agree

5) My probation experience and professional learning to date has helped me to feel **confident** to teach the following:

Please select only ONE answer per row

	Strongly disagree	Disagree	Agree	Strongly Agree
Literacy				
Numeracy				
Health and Wellbeing				

PLEASE ONLY ANSWER THIS QUESTION IF YOU QUALIFIED TO TEACH PRIMARY

- 6) My probation experience and professional learning to date has helped me to feel **confident** to teach the following curricular areas:

	Strongly disagree	Disagree	Agree	Strongly Agree
Expressive Arts				
Languages: English				
Languages: Other than English				
Maths				
Physical Education				
RME				
Sciences				
Social Studies				
Technologies				

PLEASE ONLY ANSWER THIS QUESTION IF YOU QUALIFIED TO TEACH SECONDARY

- 7) My probation experience and professional learning to date has helped me to feel **confident** to teach my subject at the following levels/phases (if you are dual qualified, please answer in relation to your first subject only):

	Strongly disagree	Disagree	Agree	Strongly Agree
BGE				
National 4				
National 5				
Higher				
Advanced Higher				

- 8) I feel my leadership team are proactive in helping to inform and support my professional learning.

Strongly disagree	Disagree	Agree	Strongly Agree

- 9) I feel I currently need further professional learning in the areas listed below:

Please select only ONE answer per row

	No need at present	Low level of need	Moderate level of need	High level of need
Knowledge and understanding of my subject field(s)				
Approaches to learning and teaching				
Understanding of the purposes of the curriculum				
Knowledge of curriculum outcomes (Es&Os, Benchmarks, SQA)				
Approaches to assessment				
Behaviour and classroom management				
Approaches to differentiating learning				
Additional Support for Learning				
Teaching in a multicultural or multilingual setting				
Teaching cross-curricular skills (e.g. problem solving, learning-to-learn)				
Data literacy				
Digital learning				
Enquiry & Research				
Educational contexts and current debates in policy, education and practice				
Parental involvement				
SQA qualifications and awards				

- 10) Do you have other professional learning needs not highlighted in the above?

--

- 11) What is your greatest professional learning need at this point in time?

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Meeting date: **11 September 2019**
Agenda item: **6**

Purpose: **For information**

TITLE: Initial Teacher Education (ITE) – Overview of Measuring Quality in Initial Teacher Education (MQuITE) and the ITE Self Evaluation Framework

Key Issues: The Early Phase Career Group (EPCG) agreed at its 10 May 2019 meeting that given the current parameters and timescales of its work it would not be realistic to extend its focus to ITE.

That being the case, this paper presents an overview of the work that is currently being led by the MQuITE project, ITE self-evaluation framework and the SG Teacher Education & Leadership Unit to provide a more detailed insight and understanding of how effectively initial teacher education (ITE) is preparing newly qualified teachers for the classroom.

The outputs from these activities, where relevant, will be drawn upon to inform the work of the EPCG.

Action Required: EPCG members are invited to note the detail of this paper and the plans for the MQuITE Project Team to attend the 25 October meeting of the group to present their latest findings (with a particular emphasis on their survey of 2019 Teacher Induction Scheme graduates).

Author: Kevin Hanlon

Date: September 2019

Measuring Quality in Initial Teacher Education (MQuITE)

Background

1. The Scottish Government is supporting the Measuring Quality in Initial Teacher Education (MQuITE), which is a collaboration between all eleven teacher education universities and the GTCS. Its aim is to provide a more detailed insight and understanding of how effectively initial teacher education (ITE) is preparing newly qualified teachers for the classroom; and will also contribute significantly to the on-going development, delivery and improvement of quality teacher education in Scotland to help ensure we remain adaptable to the changing needs of our children and young people.

2. In recent years the range of routes into teaching has diversified considerably in response to workforce needs, particularly in relation to supporting the national aim of closing the poverty-related attainment gap. To ensure we have a consistent way of identifying and measuring quality of ITE in Scotland, representatives of all eleven initial teacher education providers in Scotland, together with GTCS, have been granted Scottish Government funding to carry out this 6-year research project.

3. The project is designed to be developmental in nature and will aim to secure a baseline understanding of the quality of Scotland's ITE provision in its initial phases. These same findings will then be revisited in subsequent years drawing on the views of the graduate cohort being tracked. An ongoing feature of the project is the way in which markers of quality will be reported annually and returned to and modified in light of accrued data. In this way the project has designed a Quality Evaluation Framework that will adapt in light of the progression of newly qualified teachers through the early stages of their career.

Position

4. The research will focus on a survey of all 2018 & 2019 ITE graduates as well as those completing the Teacher Induction Scheme at the end of the 2018/2019 school year. The project will also track a cohort of teachers who responded to these surveys through their first five years in the profession. The aim is to establish the perspectives on ITE in Scotland of graduate teachers, university-based teacher educators and school colleagues and will explore:

- **from the student perspective** - individuals feelings about their preparedness to teach, effectiveness of their learning in the university and school contexts and their career aspirations.
- **from the University staff perspective** – extent of formal and informal education to support them in their role as a teacher educator, levels of confidence in supporting ITE delivery, effectiveness of selection procedures into programmes, quality of partnerships between schools and universities, and the quality of the ITE experience within the University and school placement.
- **from the mentor/headteacher perspective** – experience of and competency in mentoring, effectiveness of selection procedures into programmes, quality of the partnership between schools and universities, adequacy of local authority support in managing placements within schools, the quality of placements, the value of the GTCS Standard for Provisional Registration (SPR) in supporting student teacher learning and their confidence in assessing students against the SPR, views on the level of preparedness of ITE graduates in taking up post as newly qualified teachers and the morale of students, teachers and university staff.

Next Steps

5. The MQuITE Project Team will be invited to present their latest findings (with a particular focus on the emerging findings from the survey of TIS graduates) to the next meeting of the Early Phase Career Group in October 2019

ITE Self Evaluation Framework

Background

The MQuITE project will complement the Self-Evaluation of ITE Framework, developed in partnership with Education Scotland, the General Teaching Council for Scotland (GTCS) and the Scottish Council of Deans of Education (SCDE). This framework is intended to support universities to demonstrate the quality of their existing ITE provision and to identify areas for development, as well as to anticipate new and emerging priorities.

The framework is designed to work with existing university quality assurance systems and to recognise the range of quality assurance processes and national benchmarks already in place through the Quality Assurance Agency for Higher Education (QAA), benchmarking of courses against the Scottish Credit and Qualifications Framework (SCQF) and the Standard for Provisional Registration (GTCS, 2012). Its structure is intended to support collaborative evaluation with the schools and teachers who contribute to the student's learning experience, and has been aligned with the suite of Education Scotland's self-evaluation frameworks.

Next Steps

It is being used, initially, by the universities to focus on the quality of learning and teaching in the key priorities of numeracy, health and wellbeing and literacy; and the findings from application of the framework in relation to numeracy will be published following a symposium event planned for 8 October 2019.

Scottish Government and Universities

In addition to the activity outlined above, the SG Teacher Education & Leadership Unit is working with each individual university to consider the read across between student intake and retention to ensure that any lessons are learned from current recruitment and/or programme delivery practices.