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**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON  
22 JUNE 2016**

**SUBJECT: EVALUATION OF THE IMPACT OF THE IMPLEMENTATION OF  
TEACHING SCOTLAND'S FUTURE**

**BY: CORPORATE DIRECTOR (EDUCATION AND SOCIAL CARE)**

**1. REASON FOR REPORT**

- 1.1 To inform the Committee of the progress in Moray with the implementation of the initial 'Teaching Scotland's Future' report (2010).
- 1.2 This report is submitted to Committee in terms of Section III (C) (1) of the Council's Scheme of Administration relating to all the functions of the Council as Education Authority.

**2. RECOMMENDATION**

- 2.1 The Committee is invited to consider and note the progress of the implementation of 'Teaching Scotland's Future' report (2010) and the recommendations contained therein.**

**3. BACKGROUND**

- 3.1 Teaching Scotland's Future (TSF) report (2010) made 50 recommendations in respect of teacher education. These were under the broad headings of:
- Twenty-first century teachers and leaders –The context for the teaching profession in Scotland and the implications of the changing environment in which teachers will work and the role of teacher education in contributing to providing the best educational experiences for young people.
  - Getting the right people and in the right numbers – Selecting the right people to be teachers and building flexibility in teacher numbers.
  - Building twenty-first century teachers and leaders - The early phase – Initial teacher education, induction and the early years of teaching (Early Phase) currently operated largely independently. The report recommended to improve coherence within Initial Teacher Education (ITE) it should operate as a continuum.
  - Career-long learning for teachers and for leadership – Maximising the relevance and impact of career-long learning and building on the early phase of teacher education.

- 3.2 In March 2016 the 'Evaluation of the Impact of the Implementation of Teaching Scotland's Future' was published providing information on the progress of the implementation of TSF at a national level. The report found that:
- Teachers are now more engaged with professional learning.
  - There is a greater focus on the impact of professional learning on pupils.
  - Teachers are engaging in professional dialogue more often.
  - There is a greater willingness to try new approaches.
  - Partnerships between universities and local authorities have developed further.
  - The proportion of teachers reporting that they face barriers in accessing professional learning has decreased from 68% in 2010 to 42% in 2015.
  - There has been a substantial increase in the number of teachers participating in mentoring/coaching.
- 3.3 Using the main themes of the 2016 evaluation report, **APPENDIX 1** shows the improvement priorities within Moray and the progress made to date.
- 3.4 Culture of Professional Learning –The introduction of a core Continuous Professional Development (CPD) programme and the expectation by General Teaching Council Scotland (GTCS) that the individual is responsible for identifying and accessing appropriate professional development has increased the ownership by staff in respect of their professional development needs. Currently 1,064 teaching staff maintain their professional development records on the Gateway CPD Manager system introduced in August 2015.
- 3.5 ITE/Induction year – Historically responsibility for the ITE programme lies with universities with the authority providing an induction programme for probationer teachers. There are ongoing discussions with partner universities and authorities within the Northern Alliance of local authorities to develop cohesion and progression between the programmes with programmes being updated annually. A new online distance learning ITE programme has been introduced and is being jointly delivered by the authority and Aberdeen University to facilitate prospective teachers to qualify whilst still working. There are currently 9 participants in the programme from the original 10 places Moray was allocated.
- 3.6 Local Authority/University partnerships - The report showed that progress had been made in developing partnerships. In Moray this has led to a greater understanding of the ITE programme, collaborative working on a number of programmes (ITE, Leadership) and supported by joint government bids, an increase in opportunities for staff to access Masters level programmes. Currently the authority has 2 participants on the Early Phase research mentor course, 2 participants in the Teachers as Researchers course and a number of staff participating in university leadership programmes.
- 3.7 Career-long professional learning (CLPL) activities - Following the sustainable CPD review the authority introduced a core CPD programme to make best use of resources. There is greater involvement of partner agencies in providing courses and where possible sessions are held outside school hours

to facilitate attendance by class committed staff. A CPD newsletter has been introduced and a website created on GLOW for course materials to be posted.

- 3.8 Professional Review and Development (PRD) - Staff awareness and engagement with Professional Update (PU) and the PRD process has increased. Amended guidelines for the PRD process and training on Gateway CPD Manager have been provided by the authority. Supply Teaching staff are now involved in the PRD process and PU.
- 3.9 Mentoring and Coaching - The probationer mentor programme has been reviewed and amended and will be presented at GTCS and Scottish College of Educational Leadership (SCEL) on 26 May for accreditation and endorsement. This will provide quality assurance and credibility of the programme locally and nationally and will be the first programme to be accredited within Moray. A four day coaching programme has been introduced and delivered across Education and Social Care with participants from Highland Council.
- 3.10 Leadership - Following the creation of the SCEL, the authority programmes have been aligned with the national leadership framework. The authority now offers a suite of leadership programmes to develop leadership from the class teacher to experienced head teachers. The programmes provided by the authority currently have the following participants: Leadership in the Classroom – 8, Learning Leadership – 50, Leadership and Management – 24. However, there has been a sharp decline in attendance during the programmes due to schools being unable to release staff. Joint partnership bids with universities means that staff are also able to access a number of university leadership programmes. Currently there are 5 participants on the Middle level leadership course with Aberdeen University with a further 5 candidates for the Middle level leadership course with University of Highlands and Islands (UHI) for 2016/17. There are 3 participants in the first cohort of the Into Headship programme with a further 3 participants undertaking the qualification next session. The low number of applicants may be partly due to the initial reaction from cohort one. There are also 4 participants who have successfully completed their Flexible Route to Headship (FRH) qualification. There is an expectation from Scottish Government that all applicants for Head Teacher posts will have a qualification which meets the Standard for Headship (SQH, FRH or Into Headship) from 2018/19.
- 3.11 The 'Evaluation of the Impact of the Implementation of Teaching Scotland's Future' identified the following remaining changes:
- ITE/early career stage - The development of teachers would be enhanced by improved communication between the university and schools hosting placements. Clarification of roles and responsibilities in relation to joint assessment. Improved communication between universities and schools on aspects of student placements. Additional support for probationers to further develop key pedagogical skills.
  - CLPL for class teachers could be improved by increasing their awareness and involvement in LA/university partnerships; raising awareness of different options for SCQF level 11 learning; better PRD

support for supply teachers; developing a shared understanding of coaching and mentoring; increasing coaching and mentoring skills; and by encouraging teachers to reflect more on experiences of leading initiatives and more actively using the experiences to develop leadership skills.

- CLPL for all teachers could be enhanced by better signposting to high quality resources and by the development of more professional networks.

- 3.12 **APPENDIX 2** shows the next planned actions within the authority in response to the report findings and through self-evaluation.
- 3.13 Culture of professional learning – There is a need to continue training on the Gateway CPD Manager system to ensure all teaching staff are able to access the system for professional development opportunities and to maintain their record for Professional Update (PU). To facilitate professional learning within the resource constraints of the authority links with partner agencies, universities and other authorities should continue to be explored to enable expertise to be shared.
- 3.14 ITE/Induction year – Through working with partnership universities to develop a two year early phase teacher education programme, Moray will be able to provide greater cohesion and progression for early phase teachers. The introduction of support handbooks for student and probationer mentors, and probationers, will provide further independent support while reducing the reliance on central staff. In addition opportunities to source school practitioners and partner agencies to provide CPD for the Induction Programme will continue to be explored and will provide development opportunities for staff. The introduction of a secondary Post Graduate Diploma in Education (PDGE) programme for shortage subjects (Technology in Education, Home Economics and Physics) in conjunction with UHI will commence in August 2016 in response to the current deficit in these subject areas. In response to the current teacher shortage a second cohort for the primary Distance Learning Initial Teacher Education programme with Aberdeen University will be established in January 2017, providing additional opportunities for prospective teachers to continue to work while gaining a teaching qualification.
- 3.15 Local Authority/University partnerships – Work will continue with partner universities to develop programmes for the Early Phase to establish cohesion and continuity, and Leadership to provide greater access to Master's level learning for staff. Development and delivery of Leadership and coaching programmes will continue with Highland Council to utilise the experience within both authorities.
- 3.16 CLPL activities – As recommended by the sustainable CPD review in 2015 central staff will promote Learning Communities within the authority to facilitate professional development at school level. The role of technology to facilitate the delivery of courses will continue to be explored together with opportunities for partner agencies to contribute to the professional development calendar to meet the needs of staff within the authority.

- 3.17 PRD – There is a need to continue training supply staff reviewers from school staff who already carry out this remit within their school or who wish to develop their own skills in coaching. In order to update staff and provide an opportunity for greater engagement with the GTCS standards a representative from GTCS has been invited to Moray in September 2016.
- 3.18 Mentoring and coaching – Following the successful delivery of the Moray Success Intelligence coaching programme across Education and Social Care, with participants from Highland Council, it is planned that this should now be disseminated to Head Teachers and Deputies. Class teachers who are hosting a PGDE student will be able to access the current probationer mentor programme which is currently going through accreditation with GTCS and endorsement with SCEL.
- 3.19 Leadership – The Learning Leadership and Leadership and Management programmes will continue to be developed with partner universities and authorities. The recognition of prior learning is also currently being explored with UHI which could lead to the authority leadership programmes attracting credits towards a Master's qualification. Following evaluation of the current provision a new Extended Induction programme for newly appointed Head Teachers will be introduced from August 2016. The development of an online handbook for Head Teachers and professional development for experienced head teachers will continue to be built upon.

#### **4. SUMMARY OF IMPLICATIONS**

##### **(a) Moray 2023: A Plan for the Future/Service Plan**

The contents of this report relate to Moray 2023 priority 2 'Ambitious and Confident Children and Young People'.

##### **(b) Policy and Legal**

Moray Framework for Professional Development and Educational Leadership Framework for Educational leadership 2016 (SCEL). Moray Council Education and Social Care Department Professional Review and Development Policy for GTCS registered staff (6/2014).

##### **(c) Financial implications**

The authority paid the Into Headship participants contribution (£1,000) last year. In March this year, the Scottish Government announced funding of £500,000 for each of the next three years to support teachers undertaking the Into Headship programme. This will support up to 500 teachers across Scotland through this course. To support participants and alleviate concerns regarding the workload of the programme the authority has agreed to pay for one supply day each term for each participant for the 2016/17 financial year (£2,400). This support and support for the SCEL events will be funded by the Schools and Curriculum Development budget. This will be reviewed annually.

**(d) Risk Implications**

There are major risks if the authority is unable to fill Headship posts due to a lack of applicants with the appropriate qualification (Into Headship) which will become mandatory in 2018. Promoted posts may remain unfilled if staff are unable to attend professional development programmes to prepare them for promoted posts.

**(e) Staffing Implications**

There is limited central capacity to support this agenda and there is a risk that a failure to provide appropriate training opportunities will result in inadequate succession planning within schools.

**(f) Property**

There are no property issues arising from this report.

**(g) Equalities**

The Participants in master's level programmes may need to fund themselves in future years.

**(h) Consultations**

The Corporate Director (Education and Social Care); Senior Officers in Education and Social Care; Deborah Brands, Principal Accountant; Legal Services Manager (Litigation and Licensing); Katrina McGillivray, Senior Human Resources Adviser; Equal Opportunities Officer; and Caroline Howie, Committee Services Officer have been consulted on this report and agree with the sections of the report relating to their areas of responsibility.

**5. CONCLUSION**

**The committee is invited to consider and note the contents of this report.**

Author of Report: Janet Cornall, Acting Quality Improvement Officer  
Background Papers: Teaching Scotland's Future (2010)  
Evaluation of the Impact of the Implementation of Teaching Scotland's Future (2016).