

# Teaching Scotland's Future - National Partnership Group

## Report to Cabinet Secretary for Education and Lifelong Learning



## **LETTER FROM THE NATIONAL PARTNERSHIP GROUP TO THE CABINET SECRETARY FOR EDUCATION AND LIFELONG LEARNING**

18 September 2012

Dear Cabinet Secretary,

In March 2011 the Scottish Government formed the National Partnership Group (NPG) to discuss how the recommendations in Graham Donaldson's report, *Teaching Scotland's Future*, could be implemented. This has been a significant task involving a wide range of partners, considerable stakeholder engagement and a large number of meetings both of the NPG itself but also of its three sub-groups who have examined key aspects of teacher development from application to courses of initial teacher education through to ensuring there are development opportunities in place for our most experienced headteachers. While change is already taking place across the education sector, this report proposes a series of actions that will help realise the ambitious agenda set by Professor Graham Donaldson in his report.

In submitting this report the NPG would like to highlight the positive commitment all partners have displayed in engaging with the process of considering the recommendations of *Teaching Scotland's Future*. In considering next steps, we recommend that partnership arrangements are maintained so that key organisations remain involved in the long-term work to build upon current strengths and enhance the quality and impact of teacher education in Scotland. We propose the concept of a National Implementation Board to provide an opportunity to maintain partnership working while maintaining a strong focus on enhancing career-long teacher education, which will in turn contribute to improved outcomes for learners.

This is an ambitious programme with challenging targets but we consider that it is important that we maintain the ambition of the proposals originally set out in *Teaching Scotland's Future*.

**Co-Chairs: National Partnership Group**

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## **CONTENTS**

<b>Letter to the Cabinet Secretary for Education and Lifelong Learning</b>		<b>Page Nos</b>
<b>1.</b>	<b>Context and Vision</b>	<b>4</b>
<b>2.</b>	<b>Integrated Early Career</b>	<b>7</b>
<b>3.</b>	<b>Career-Long Professional Learning including Enhanced Educational Leadership</b>	<b>12</b>
<b>4.</b>	<b>Supporting Ongoing Development in Teacher Learning</b>	<b>22</b>
<b>5.</b>	<b>Responsibilities of Key Partners</b>	<b>24</b>
<b>6.</b>	<b>Proposals of The National Partnership Group: Timetable</b>	<b>25</b>
<b>Annex A - National Partnership Group – Progress against the recommendations of Teaching Scotland’s Future</b>		
<b>Annex B – Examples of Early Phase Partnerships</b>		
<b>Annex C – Framework for Educational Leadership in Scotland</b>		
<b>Annex D – Outline Model for Effective Career-Long Professional Learning</b>		
<b>Annex E - Examples of Positive Progress with the Implementation of Teaching Scotland’s Future, Education Scotland, July 2012</b>		
<b>Annex F – Membership of the National Partnership Group and Sub-Groups</b>		

## SECTION 1: CONTEXT AND VISION

1. Scotland has a strong education system with thousands of committed and hardworking teachers seeking to deliver the best possible outcomes for our children and young people. Whilst we should recognise that commitment and those strengths we cannot be complacent. Twenty-first century Scots require high levels of skill and resilience if they are to thrive in a highly competitive, technologically sophisticated and interdependent world. Ensuring our education system anticipates and addresses the rapidly changing and variable needs of learners is a central professional and policy concern. The role of educators in preparing learners to engage successfully in this environment is of huge significance. In turn ensuring that educators, principally the teachers in Scotland's schools, have the skills and knowledge to successfully teach, engage with, and impact upon, the wider children's services agenda, is a crucial policy challenge that was addressed by Professor Graham Donaldson in the report, *Teaching Scotland's Future*<sup>1</sup>. The quality of teaching and educational leadership is a crucial factor in creating successful education systems. As Graham Donaldson states: "the foundations of successful education lie in the quality of teachers and their leadership. High quality people achieve high quality outcomes for children." The National Partnership Group (NPG) was established to propose implementation plans to deliver Graham Donaldson's vision for how we maintain and develop a higher quality teaching profession and enhanced educational system.

2. Teacher education and career-long learning is a complex field. The NPG has been clear that plans for implementation need to reflect wider change in the education sector while ensuring that change is sustained over time. The successful introduction of Curriculum for Excellence requires a confident and creative teaching profession that is ready to shape the curriculum and match it to the needs of the children and young people they serve. The Report of the Review of Teacher Employment, *Advancing Professionalism in Teaching*, encouraged the teaching profession to take steps to further embed life-long learning for teachers. As requested, this report takes into account the recommendations from the Review of Teacher Employment which relate to teacher education.

3. A system of Professional Update and a redesign of the suite of Professional Standards are being taken forward by the General Teaching Council for Scotland (GTCS). These system wide developments relating to teachers' learning have placed considerable focus on the importance of creating an effective and coherent model of professional learning. This focus has been sharpened by a series of subject specific reviews on issues such as STEM (Science, technology, engineering and maths), languages, Scottish Studies and the forthcoming Strategic Review of Learning Provision for Children and Young People with Complex Additional Support Needs that have all sought to influence priorities in teacher education. The work of the NPG is an integrated and essential part of these wider changes.

4. Teachers are professionals who are committed to delivering the best possible outcomes for children and young people. As professionals they have a contractual

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<sup>1</sup> Teaching Scotland's Future - Report of a review of Teacher Education in Scotland, Graham Donaldson

entitlement to, and an expectation that they will undertake, continuing professional development (CPD). Employers have a responsibility to ensure they provide appropriate time and access to a wide range of relevant CPD opportunities. As part of this process individuals will want to reflect on their own skills and experience and in discussions with their leadership teams identify their areas for further professional development. It is this commitment to development and the embedding of a robust model that will allow qualified teachers to identify appropriate learning opportunities and apply new skills and knowledge to their practice. This lies at the heart of an enquiring professionalism and should be our focus rather than seeking to further specify entry requirements or continually expanding the list of areas to be covered within initial teacher education. Embedding a commitment to professional development throughout teachers' careers will help build and sustain a highly competent, committed workforce focused on achieving the best possible outcomes for children and young people.

5. A revitalised system of Professional Review and Development (PRD) is central to this process and the introduction of a system of Professional Update by the GTCS will make it a professional requirement to remain engaged in a process of career-long learning for all teachers, whether recently qualified or having served many years. While teachers will maintain and develop their professional practice, they also expect to be engaged in a challenging but supportive PRD process which will help them identify appropriate learning opportunities. The proposed introduction of effective mentoring and coaching roles within schools will aid this process, as will improve on-line learning tools.

6. While this report suggests ways in which the key recommendations of *Teaching Scotland's Future* can be implemented it is important to recognise that change is already taking place across the education sector. The Education Scotland report "*Examples of positive progress with the implementation of Teaching Scotland's Future*" (published at Annex E) demonstrates that a number of schools, local authorities and universities are engaging with new approaches to professional learning and are considering ways in which their PRD processes can be strengthened.

7. Partnership is a key theme throughout this report - partnership between institutions and organisations providing learning opportunities, but also between providers, local authorities, teachers as active participants in their own development and their professional organisations. These changes must be taken forward with teachers as active partners and participants who have confidence in their own professional development and skills. It is important to stress that the work of the NPG is not taking place in isolation and there is a considerable amount of positive work underway across the landscape of teacher education in Scotland. A number of Scottish universities are now taking forward partnership working with a range of local authorities. The GTCS is piloting Professional Update in three authorities and an independent school in conjunction with the University of the West of Scotland. Discussions are also being held with the college and university sectors about possible pilots. In addition, the GTCS plans to have a new suite of Professional Standards published by January 2013.

8. The implementation plans in this report need to be seen both within this context of sustained change and also as a key driver in supporting that process. It also has to be recognised that some changes take more time than others to implement and making fundamental changes to the organisation and culture of teacher education in Scotland will take many years. For example, students will continue to graduate from traditional BEd courses until 2017 despite the fact the programmes are being phased out now. Given the current economic climate it is clear that effective partnership working needs to be an element in delivering the aspirations we have for Scotland's young people.

9. While the systems we have in place for teacher education and development have in the past served Scotland well, this is a prime opportunity to strengthen all aspects of teacher professional learning from application to an initial teacher education course to creating opportunities for our most experienced headteachers. The proposals in the sections that follow aim to do this by supporting existing change processes taking place across Scotland while providing impetus on key issues that remain to be addressed further to the publication of *Teaching Scotland's Future*. In taking these proposals forward there is continued need to engage with teachers, their professional associations and other groups to ensure that systems and processes being designed meet their needs and the needs of children and young people. It is also necessary that partner organisations consider the needs of all interests within the education community. The proposals in this paper also need to have regard to the distinct needs of the Gaelic medium sector and this may require specific intervention both in terms of initial teacher education and professional learning. It is crucial that all organisations involved remain open to change while working together to improve the quality of teaching and learning in Scotland.

10. Curriculum for Excellence is based on a model of change which allows teachers greater scope and space for professional decision making about how they develop and deliver learning. It provides challenges and opportunities for teachers, schools and the wider education system. The culture change in teaching professionalism which is articulated in *Teaching Scotland's Future* will ensure that the teaching profession is well placed to make the most of those opportunities. In future teachers will have greater professional flexibility; they will take responsibility for their own professional development; and they will be supported and challenged to identify and address any areas in which they may have future needs. We strongly endorse this vision of teachers as "increasingly expert practitioners whose professional practice and relationships are rooted in strong values, who take responsibility for their own development and who are developing the capacity both to use and to contribute to the collective understanding of the teaching and learning process"<sup>1</sup> and consider that the actions set out in this report will support these changes and deliver improved outcomes for children and young people.

## SECTION 2: INTEGRATED EARLY CAREER

11. The early phase of teacher education covers initial teacher education, induction and the early years of employment. A key theme of chapter 4 of the report *Teaching Scotland's Future* was that local authorities and universities providing initial teacher education should work more closely to ensure that all teachers at the beginning of their career develop a coherent and secure platform of knowledge and skills on which to build throughout their career. These different elements in the early phase should be seen and operate as a single, planned early phase in career-long professional development.

### Initial Teacher Education Courses

12. Work is already being taken forward to deliver changes to the early phase. As recommended traditional BEd degrees are being phased out and replaced by degrees combining professional studies with in-depth academic study beyond the field of education. These degrees are being gradually introduced across all of the universities currently providing BEd courses. The NPG wishes to recognise that this represents significant and positive change to the landscape of initial teacher education in Scotland.

13. *Teaching Scotland's Future* also recommended that selection for entry to initial teacher education programmes should be made more rigorous. It is important that through a recruitment process we identify individuals with the right skills, aptitudes and knowledge and then support their development throughout their career. Candidates for teacher education need to meet certain levels of qualification depending on their future career plan and *Teaching Scotland's Future* suggested that entry requirements for primary teachers should be strengthened specifically in relation to literacy and numeracy.

14. Universities are currently reviewing the process through which they recruit students. Education Scotland is working with four universities to pilot diagnostic assessments in numeracy with initial teacher education students from August 2012. This is in direct response to *Teaching Scotland's Future* recommendation 5. Following the pilot, the approach will be extended and offered to all universities who provide initial teacher education. Online resources and materials will be produced to enable self-supported study to improve functional skills in numeracy. Literacy resources and materials are currently available through Education Scotland, to support teachers with aspects of literacy across learning in both English and Scots language. Education Scotland is working in partnership with universities to develop diagnostic assessments in literacy to support aspiring and beginning teachers. The assessments will be piloted from January 2013 onwards and available from September 2013. Working with partners, it has been agreed that the new literacy and numeracy diagnostic materials will include knowledge and skills up to and including aspects of SCQF level 5.

15. There is merit in piloting an assessment centre approach to aid selection but this should not be undertaken until the GTCS has reviewed the entry requirements for initial teacher education. The GTCS plans to undertake a review of existing entry requirements over the coming months with publication in the spring of 2013. The

GTCS also intends to review the Guidelines for Courses of Initial Teacher Education in Scotland and to publish these in spring 2013 alongside the revised entry memorandum. In addition, the move away from traditional BEds towards concurrent degrees offers opportunities to enhance the selection process. This may be done either by assessing an individual's capacity to enter the formal professional element of the programme during their first year of study or through the establishment of a more formal assessment centre process through local partnerships.

### **Partnership Working**

16. The National Partnership Group is a partnership which brings together the key organisations involved in teacher development and education. Identifying and supporting opportunities to partnership working across the country has therefore been a key element of the discussions. While Scottish universities provide high quality courses of initial teacher education that are complemented by the induction scheme which is held in high regard, there are clear benefits from a single planned early phase through which employers and universities work more closely together to support career-long professional learning.

17. The NPG strongly agrees with the key message of *Teaching Scotland's Future* that the early phase of teachers' careers should be planned as a single continuous experience. Continuing engagement of universities in all stages of teacher education alongside an increasing role and responsibility for the teaching profession in supporting and assessing student teachers will result in a number of benefits for student teachers, probationers and school communities more widely. These benefits will include a closer linking of theory and practice, improved continuity in student and probationer placements and the creation of a mutually beneficial exchange between professionals in the school and university sectors. It is also felt that whole school communities committed to early phase teacher education will benefit from the new ideas and expertise in schools while an associated benefit will be a renewed focus on professional development across the whole staff group. In the long term a more coherent early phase of a teacher's career will result in the development of professionals with heightened skills and confidence. Ultimately this will result in improved outcomes for children and young people.

18. It is therefore proposed that all local authorities and universities providing initial teacher education should enter into formal partnership arrangements by the start of the August 2013 academic year to help ensure this aspiration and the benefits that can be gained from effective partnerships, are made real.

19. These partnerships must focus on supporting changes which will extend and improve the experience of those undertaking initial teacher education and probation. In accepting this as a key objective in implementing *Teaching Scotland's Future*, it is understood that the needs of all possible partners differ and the agreements they develop will correctly vary. While student and probationer teachers are, in the main, placed in local authorities closely related to their university there is considerable movement across the whole country and this degree of flexibility in terms of placements should be preserved. The NPG is not therefore proposing that there will be a single model of partnership. Indeed, there is considerable value for the development of a teacher to have experienced work in more than one local authority.



However, all partnerships will cover initial teacher education and induction and should be established on the basis of a set of key principles:

- All local authorities and universities providing initial teacher education will enter into formal partnership arrangements;
- These partnerships will be developed and led at a local level and need to involve local authorities, universities and teachers. All parties will be fully engaged in the process of establishing partnerships. Discussions will include agreement on resource allocation and staffing, with the opportunity to discuss local needs and adapt delivery accordingly;
- The quality of experience of teachers in the early phase of their education is a priority. Partnerships will be clearly focused on the delivery of an improved experience and enhanced impact upon pupil learning;
- Student views on the quality of placements and their probationary experience will be built into the partnership process. This may be through the module evaluation process led by universities or through development of Practicum<sup>2</sup>;
- No matter where a student teacher studies and then works as a probationer, the partnership arrangement they are part of will provide them with a quality learning experience. We recognise that this could be a challenge and therefore in establishing partnerships local authorities and universities must be mindful of the needs of all probationers;
- School based staff should have the prime role in the assessment of students while on placement. Local partnerships will determine whether this role should be given to teachers or university staff embedded within schools or an authority. Partnerships will also determine what support would therefore be required for these individuals to ensure consistency and reliability;
- If this does become part of the role of an individual teacher then this would need to be agreed through existing local arrangements which include the teachers professional associations and with due regard to workload; and
- Partners will be committed to enhancing the quality of teacher education and will put in place mechanisms to assess and reflect on the effectiveness of their initiatives.

20. Partnerships will be responsible for the following:

- Providing student and newly qualified teachers with an appropriate context for an effective professional learning environment;
- Monitoring, evaluating and developing the early phase of teacher education within the partnership;
- Providing and implementing quality assurance procedures relating to the participation of schools in the early phase of teacher education;
- Working together on all aspects of the student and probationer experience from recruitment to meeting the Standards for Registration;
- Providing an appropriate programmes of work for student and probationary teachers including support for students during school placements and for newly qualified teachers during the induction year; and

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<sup>2</sup> Practicum is an online school experience placement system for student teachers hosted by the GTCS.

- The joint review and development of Initial Teacher Education provision and the student experience.

21. The GTCS will have an important role to play in supporting the development of partnership working by accrediting courses of Initial Teacher Education including the new aspects of partnership working as appropriate. The GTCS' role in accreditation will help create a level of consistency across the new partnerships by guaranteeing that students and probationary teachers are provided with quality learning opportunities and, when programmes of learning are completed, individuals meet the relevant Professional Standards.

22. There are already examples of partnership working that have been developed by the Universities of Glasgow, Strathclyde and Aberdeen in conjunction with a number of local authorities (more details of which are set out in Annex B to this report). While piloting slightly different models of partnership working these groups of universities and authorities have demonstrated that it is possible to develop closer relationships. Early evaluation evidence would suggest that there are benefits to be gained for all parties involved including generating an enhanced professional dialogue between partners.

23. While much of the discussion on partnership working has focused on the early years of teacher education there are long-term benefits for all teachers if the partnership arrangements that already exist beyond the early phase of teacher education are further strengthened. For example a local authority, or group of authorities, working in conjunction with a partner university or group of universities could work together to develop bespoke learning opportunities that meet particular local needs. Consortia working, through which a number of organisations work together to purchase and share services, will become increasingly common in respect of teacher education. While the formal partnership will be established between authority and university, individual teachers, as professionals, have a crucial role to play in the establishment and maintenance of partnerships and they should look for ways in which these relationships can benefit their own practice. Indeed, formal partnerships could, in time, include a wider set of partners beyond local authorities and universities depending on the needs of local learning communities. The Scottish Council for Independent Schools (SCIS) and individual independent schools are encouraged to develop partnership arrangements with universities.

24. Establishing partnership working beyond the early phase will be key to offering the kind of enhanced professional learning envisaged in section 3 of this report. It is essential that local authorities consider how to maximise the wide-ranging benefits in terms of high quality learning, advice on course design and access to the wider academic community that would be gained from on-going and substantial partnerships with Scottish universities. Universities and local authorities should therefore be actively considering how their partnerships whilst initially designed to better manage the education of students and probationary teachers can be extended to the benefit of a wider staff group. Funding and staffing arrangements will be different in each partnership and we would expect discussions on these issues to be resolved at a local level. The focus of these discussions should be on developing new and different work practices leading to an improved service for

teachers rather than in the allocation of resources. A discussion about resource allocation between partners at a local level may follow but should not drive the debate.

25. While the focus will be on establishing partnerships at a local level there is a need for national direction and co-ordination as well as support to ensure that such partnerships do emerge and to ensure consistency in the overall quality of the student teacher learning experience. Section 4 of this report covers future arrangements for driving forward implementation. These arrangements will include providing new partnerships with support and direction. This will be delivered through the establishment of a National Implementation Board which would have responsibility for monitoring the establishment of partnerships and ensuring that the arrangements that are developed retain a reasonable level of consistency. In addition the GTCS role in determining teacher qualifications and in accrediting courses of Initial Teacher Education will help guarantee that students and probationary teachers learning in such arrangements meet the relevant Professional Standards.

26. While the benefits for education staff of closer partnership working is clear, it should be borne in mind that ensuring the parts of the education system work more closely together is not a goal in itself. All parties should take steps to ensure that their arrangements are operating effectively and that they result in improvements in teaching practice that in turn benefit the children and young people in Scotland's schools. Once changes in practice become embedded across the country, Education Scotland will consider whether it is appropriate to undertake an aspect review of the new arrangements.

### **SECTION 3: CAREER-LONG PROFESSIONAL LEARNING INCLUDING ENHANCED EDUCATIONAL LEADERSHIP**

27. Career-long professional learning recognises that teacher education is a continuous process from the point a student teacher begins their qualification, continuing throughout a teacher's career. Ensuring that the teaching profession embraces the concept of career-long learning is integral to professionalism and is a central policy challenge. This concept lies at the heart of *Teaching Scotland's Future*. It is also central to the revised suite of Professional Standards recently issued for consultation by the GTCS<sup>3</sup> which includes a new Standard for Career-Long Professional Learning.

28. Professional Learning is built on Professional Review, and this in turn, depends on the availability of opportunities for supported self-evaluation. This should be supported by the identification of priority needs with development linked to impact. This entails working with parents, other professionals and organisations as well as with fellow educators. Professional Update will help set this process in a positive context which takes account of teachers' needs and of the cultural changes within the profession since *A Teaching Profession for the 21<sup>st</sup> Century* (TP21). While TP21 agreed on 35 hours of CPD outwith school time, teachers often elect to engage in forms of study that require more than the contractual entitlement.

29. Central to successful professional learning is PRD which is the process whereby the development and training needs of staff are identified and agreed. It offers a means of supporting all teachers by ensuring that they are thoroughly prepared for their duties, in particular for their key role in teaching and learning. It is crucial that all teachers, no matter the position they hold, are engaged in PRD and through that process appropriate learning opportunities ranging from pedagogical skills through to the development of leadership skills are offered. It is expected that all teachers in all settings will have a role to play in leadership and this is discussed in more detail later in this section.

30. This is an appropriate time to revitalise the model of professional learning with a strengthened PRD process at its core. Education Scotland has already completed some scoping work on the effectiveness of PRD policies which currently exist in all local authorities and will now work with partners to develop high quality national resources to improve the teacher experience of PRD. Online resources will be available by April 2013 through the establishment of a national working group which will include representation from GTCS, Association of Directors of Education in Scotland (ADES) and the Scottish Teacher Education Committee (STEC). To support this process it is important that partners adopt a consistent language and shared vision about professional learning which clearly sets out how all of these elements link together into a single coherent system.

31. The GTCS Professional Update process is dependent on engagement in the process of professional learning. A new vision of professional learning also considers

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<sup>3</sup> GTCS consultation on revised set of Professional Standards launched on 29 August 2012 <http://www.gtcs.org.uk/about-gtcs/our-consultations.aspx>

teachers as enquiring professionals and engagement in a process of enquiry will increase the depth and rigour of their learning. Professional learning of this nature is sometimes at masters level and has the potential to be accredited. The GTCS, working with the University of Edinburgh and Education Scotland, is developing online interactive resources to support professional enquiry within schools. It is anticipated that the materials will be published by the end of this year. An outline model for effective career-long professional learning is attached at Annex D.

## **A Masters Level Profession**

32. The McKinsey Report on the characteristics of the best performing school systems across the world identified a drive towards making teaching a Masters Level profession as a key element in many such systems. *Teaching Scotland's Future* suggested that there would be value in increasing the opportunities for teachers to undertake masters level learning that could lead to the award of qualifications. The NPG endorses this view and considers that there would be clear benefits in making a strategic commitment to move towards making teaching in Scotland a masters level profession. Such a commitment would send a clear message about our aspirations for the teaching profession in Scotland and recognise that teachers are engaged not just in the delivery of learning but as active participants in their own learning. Crucially we believe that such a move is important because increasing the quality of appropriate professional learning undertaken by teachers will lead to improved levels of attainment and achievement amongst children and young people in our schools.

33. Facilitating the creation of masters-level opportunities is particularly important in light of the end of the Chartered Teacher Scheme which had provided a route for teachers to develop their pedagogical skills at an advanced level and in a structured manner. A wider discussion on the impact of high quality, masters-level professional learning can be found in the Education Scotland report *Moving Forward with Teacher Professional Learning*<sup>4</sup>. That report identifies the most successful elements of the Chartered Teacher Scheme while making clear the rationale for moving towards increased masters-level learning for teachers in Scotland.

34. The NPG has considered the issues related to masters level learning in some detail and is of the view it is beneficial to plan a clear route forward. Partners will work together to increase the number of:

- teachers undertaking learning at masters level;
- opportunities available for teachers to undertake accredited learning at masters level; and
- individuals working in education qualified at masters level.

35. The NPG recognises that it is not appropriate for all professional learning to be either accredited or delivered at masters level. There should, however, be a clear drive to improve the quality of CPD available through the development of modules, courses and other learning opportunities that are accredited at masters level.

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<sup>4</sup> *Moving Forward with Teacher Professional Learning*, Education Scotland, 2012. Available at <http://www.educationscotland.gov.uk>

Universities and other training providers are developing a range of such options and this is discussed in more detail in the Education Scotland report attached at Annex E. This process will continue. To further support the general aspiration that more learning should take place at masters level, the GTCS will ensure the language used in the new suite of Professional Standards is consistent with the critical thinking and advanced practice expected when learning at SCQF 11. This will help reinforce the expectation that, where appropriate, teacher learning should take place at an enhanced level while building a better understanding across the sector as to what masters level learning should entail.

36. There are challenges including regulatory requirements in converting masters level credits from different institutions into the award of a masters degree. It is important, therefore, that a clearer route leading to a masters qualification is developed. There is also a need for further exploration of the technical issues with awarding bodies including consistency of arrangements that make converting prior learning into credits for the award of a masters degree complex. STEC, working with partners and other providers including Universities Scotland, must start a focused project that delivers an agreed framework of accreditation for prior and current learning. This project will start in the autumn of 2012 and report to the Implementation Board, discussed in the final section of this report, by June 2013, with a paper on how these barriers are being overcome.

37. While all professionals will wish to engage in the process of learning many will also wish to undertake a programme of study leading to the award of a full masters qualification. Providers are currently developing a new suite of masters level programmes and talks are already underway between authorities and providers. These discussions should continue and the partnerships being developed to create a more coherent early phase experience should also be used to ensure that the learning opportunities provided meet the needs of teachers and result in benefits for children and young people. Indeed, there is scope for local authorities to draw on the expertise offered by universities with whom they are in partnership in developing learning opportunities at a local level. Involving universities in the development of programmes would help embed accredited masters level learning and would help to ensure a level of academic rigour which may be beneficial, depending on the purpose of the programme. In considering the involvement of universities in career long learning it should be borne in mind that schools of education are set expectations for income generation and there will be funding implications.

38. In addition to the work STEC are to take forward on a framework of accreditation they will also establish a project to create a Scottish Masters of Education which would be available through a number of universities. This project will also consider how best to integrate subject specific modules. There would be benefit in support being given to other learning providers<sup>5</sup> outside the university sector to allow them to work with universities to develop programmes of learning at masters level. To help measure the uptake of masters level learning local authorities should establish a baseline of teachers with masters level qualifications and set targets for future years.

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<sup>5</sup> This group could include local authorities, professional associations, private or third sector organisations that offer programmes of professional learning in the education sector.

39. It is expected that significant numbers of teachers will pursue advanced qualifications as part of their own professional development. This is driven by intrinsic motivation to improve knowledge and skills, refresh and deepen particular aspects of pedagogy, develop specialist skills or place themselves in an advantageous position in respect of promotion. There is a strong track record of this type of professional learning in Scotland. On some occasions, this has been funded in part or full through devolved school CPD budgets or through local authority sponsorship. This would often be the case when the area of advanced professional study matched school improvement priorities or key priorities of the local authority. Schools and local authorities need to continue to support teachers in this way as a powerful strategy to help to achieve their own priorities and aspirations, within the constraints of available budget allocations.

40. Incentives can also be provided at local level through providing additional time and space for teachers to research and engage in professional enquiry which may lead to advanced qualifications. Headteachers should consider how to support teachers by providing them with appropriate time and support to engage in research and advanced professional study. Equally, local authorities may provide this sort of time and space as part of secondments to develop aspects of the curriculum or to lead key improvement projects.

### **Professional Review and Development**

41. Many local authorities already have good PRD policies in place however a key component of a strengthened model of professional learning will be a commitment to effective and consistently applied PRD which focuses on delivering improved outcomes for children and young people. Online PRD resources will be available by April 2013. PRD includes the use of mentoring and coaching as important methods of improving practice and ensuring that learning opportunities meet the needs of the individual, school, and wider learning community. Education Scotland is developing tools and guidance material to support this work and will continue to do so in partnership with a wider range of education interests but in particular with GTCS, ADES and universities. This set of tools and guidance on mentoring and coaching will be available in November 2012. Enhanced practice should then be rolled out to all local authorities as soon as possible to ensure that teachers' entitlement to effective professional learning is supported by an effective PRD process. To be effective processes must be meaningful, consistent and embedded within everyday practice. The effective operation of PRD across Scotland is also crucial to the successful implementation of the system of Professional Update being developed by the GTCS and all parties working on this agenda must continue to make clear the links between these initiatives.

## **Establishing a Strengthened Model of Professional Learning**

42. To support engagement in career-long learning, teaching requires a strengthened model of professional learning based around an effective PRD<sup>6</sup>, supported by effectively trained mentors and a widespread understanding of the concepts of self-evaluation and professional enquiry linked to access to masters level learning, where appropriate. The National Implementation Board (discussed in section 4) will have oversight of a programme of pilots to develop a sustainable model of professional learning, to link together the different elements of an effective professional learning process into a coherent system and then share the findings nationally. These pilots should be limited initially to 3 local authorities and will focus on an associated school group within the authorities. The pilots will identify need, assess current level of qualifications, support access to mentoring, coaching and masters level learning with a focus on professional enquiry. Information will be gathered on the impact on teachers and learners.

43. A number of local authorities are already undertaking significant work in relation to mentoring and coaching and access to high quality CPD. The next step will be to embed this and link the support together as part of a wider school improvement agenda. This will be the responsibility of the National Implementation Board but Education Scotland and the Scottish Government will work together to lead the process, including evaluation, on its behalf. The pilot projects will be established by January 2013 with evaluation impacting on future development. Outcomes of the pilots will be used to continue to develop resources and materials to build capacity in mentoring and coaching across Scotland, published through the Education Scotland online service.

44. Teachers engaged in a process of professional enquiry, which will often include study at masters level, will be required to undertake research. To support this enquiring stance, all teachers should have the opportunity to access academic research traditionally held by universities and only made accessible for students of these institutions. The National Implementation Board (discussed in section 4) should work with partners to consider ways in which the wealth of academic material relating to education can be more easily accessed by the wider teaching profession.

45. In addition, Education Scotland will co-ordinate a series of regional events to increase the level of understanding amongst the education community of the key aspects of high quality professional learning. These sessions could be used to highlight the importance of PRD, indicate how to become involved in masters level learning and draw attention to the growing number of helpful resources available to education staff. In developing this programme Education Scotland will work with partners including local authorities, universities and professional associations to develop events that meet the needs of their audience. These events should take place before the end of March 2013 thereby maintaining a degree of momentum that may be lost if reliance was placed on the pilots alone.

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<sup>6</sup> The GTCS have published advice on PRD as part of the Professional Update process and will continue to work on this in conjunction with Education Scotland. <http://www.gtcs.org.uk/professional-development/professional-update.aspx>



46. This work will be supported by the launch of a new tool to replace CPDFind which will gather quality professional learning opportunities and provide communities of practice for each of the three phases of teacher education. This should be a fast and easy way for professionals to identify quality learning opportunities, should be hosted on Glow and should be accessible to as wide a range of teachers and other education staff as possible. The replacement of CPDFind should include leadership opportunities (discussed in more detail below) for all teachers, no matter their position or experience, and care should be taken to ensure that any discussion on the development of leadership skills is not treated as being separate from the other forms of learning that teachers may be involved in. It is expected that a new tool will be available in January 2013 but further development, linked to Glow, will continue beyond this date.

47. In turn, a single e-portfolio will be developed that will allow all teachers to document and record the outcomes of learning linked to the Professional Standards and the system of Professional Update being developed by the GTCS. It will be possible to access the e-portfolio through both Glow and myGTCS and Education Scotland and the GTCS will work together to ensure the e-portfolio is effective, well-designed and meets the needs of teachers. GTCS and Education Scotland should discuss the specifications of the e-portfolio with STEC to ensure that, as STEC develop their framework for accreditation, the profile can be further developed to capture the necessary detail of learning that could then be academically accredited to support teachers working towards masters level qualifications. It is also critical that the link between PRD and the system of Professional Update being developed by the GTCS is clearly explained and that the IT systems supporting each concept are linked. Other stakeholders such as local authorities should also be consulted to investigate whether they have any specific requirements of the portfolio. The e-portfolio will be ready to use by all teachers in Scotland in advance of the start of the August 2013 academic year.

48. This process requires a stronger mechanism to identify and address priority areas of learning. These areas are likely to include Gaelic medium education, supporting children with additional support needs, addressing new curricular priorities such as the commitment to languages, maintaining professional knowledge and expertise in developing curricular areas but may also include support on delivering the curriculum in a range of different settings such as rural schools or areas of social and economic deprivation. It is not possible to cover all of these areas in depth within initial teacher education. However, initial teacher education should provide individuals with a clear base on which they can build throughout their career. It is important to recognise that all children and young people have an entitlement to a broad general education and that some children may need additional support to enable them to make the most of the opportunities available to them. Teachers require an opportunity to reflect on their experience and on the needs of individual children and young people. They should then be able to identify and access appropriate CPD to enable them to meet those needs. In turn this makes the provision of, and engagement in, high quality professional learning opportunities all the more important.

49. Education Scotland will continue to publish trends and patterns which emerge as a result of inspection findings, through reports such as *'Quality and Improvement*

*in Scottish Education: trends in inspection findings 2008-2011*'. The Scottish Government and Education Scotland need to ensure that the outcomes and actions required as a result of national and international comparator studies are communicated effectively with class teachers. The local partnerships between authorities, universities and other providers of teacher education will want to use this information to consider how they are meeting needs at a local level. The focus would be ensuring that priorities identified by individuals through self-reflection, at school and local level were being fed back into discussion at a national level and those priorities together with any identified at a national level should be reflected in the development of resources and support. The National Implementation Board will support the process of identifying priorities in teachers' learning by interpreting this information and publishing, on an annual basis, a paper listing what it believes to be key priorities. While it is not intended the Implementation Board will become a permanent feature on the education landscape, it is felt that at least initially it would be appropriate for this body to undertake this important role.

### **Enhanced Leadership**

50. High quality leadership is crucial to improving the experiences and outcomes for learners. All teachers in all settings will have a role to play in leadership whether in terms of curriculum development, school management or working on discrete projects across a school or local authority area. Recently there has been greater recognition that all teachers undertake leadership roles, and also that those who occupy formal leadership positions need to give high priority to professional learning. Professional learning for teaching and for leadership will increasingly be intertwined and the extension of masters level learning should support this.

51. The examples of leadership development opportunities set out in the Framework for Educational Leadership attached at Annex C will therefore be relevant to teachers at many stages of their career and form part of wider long-term professional learning for which an individual is responsible. As a result it is important that the PRD process allows individuals to assess their leadership skills; to discuss their career plans and development opportunities; and to access the opportunities that will allow them to develop a portfolio of skills, knowledge and dispositions to enable them to be successful in a variety of leadership positions.

### **Framework for Educational Leadership in Scotland**

52. Recommendation 46 of Teaching Scotland's Future stated that "A clear, progressive educational leadership pathway should be developed, that embodies the responsibility of all leaders to build the professional capacity of staff and ensure a positive impact on young people's learning. Account should be taken of the relationship between theory and practical preparation, including deployment to developmental roles."

53. The NPG supports the substance of recommendation 46. However, by focussing on a framework rather than a pathway it recognises the fact that for many individuals progression will not be linear and individuals should be able to identify development opportunities suitable for them, whether they are established in a leadership role or aspiring to move into one. The Framework for Educational

Leadership will offer high quality leadership opportunities to support a range of leaders, from aspiring to experienced, in identifying professional learning opportunities which will enable them to grow and develop as leaders. In particular the Framework contains a number of opportunities for experienced headteachers who must remain engaged in professional learning. The Framework for Educational Leadership will also be helpful to leaders with experience in other professions who are new to education and are interested in tailoring existing leadership skills to their new environment. It can also be used to assist the development of leadership programmes as it draws on generic leadership skills while highlighting unique challenges that arise from working in the education sector. The Framework cannot be seen in isolation but as part of a wider professional learning process which allows individuals throughout their career to identify opportunities to develop and demonstrate leadership skills and experience.

54. The Framework will be published by Education Scotland in autumn 2012 and its development and maintenance should ultimately be the responsibility of the Scottish College of Educational Leadership (discussed in paragraph 58). Any development of the Framework as an interactive, on-line tool should be included in the scope of the work being taken forward by Education Scotland to develop an online e-portfolio and replace CPDFind.

### **Qualifications for Educational Leadership**

55. The NPG recognises the importance of leadership in driving improvements within our education system. Our aspiration is to support the development of a world class education system with world class leadership and development. We need our leaders to be confident professionals with a strategic focus on delivering improved outcomes recognising their role as leaders across a community. It is important therefore that our senior leaders make a high quality contribution and that we support them in achieving this. Within five years all aspiring headteachers should have an appropriate qualification or professional award in leadership, as evidence of meeting the Standard for Headship<sup>7</sup>, before being appointed. Currently, prospective headteachers can undertake the academic award of the Scottish Qualification for Headship (SQH) which also results in the professional award of the Standard for Headship. Alternatively they can undertake the Flexible Route to Headship (FRH) programme which results in the professional award of the Standard for Headship.

56. While many individuals have chosen to take up these opportunities the NPG is of the view that as an important precursor to the requirement for a qualification or professional award before appointment, a detailed study on the current effectiveness and impact of all routes to headship should be taken forward by the Scottish Government involving local authorities and programme providers. This research should be complete by August 2013. Further to the completion of this research, all partners, including representatives from the professional associations, should consider whether it is appropriate to develop a single qualification for educational leadership although we expect there to be multiple routes to achieving this. The Scottish College for Educational Leadership will lead the development of any new

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<sup>7</sup> GTCS consultation on a revised set of Professional Standards which would include the replacement of the Standard for Headship was launched on 29 August 2012

qualification which should be linked to the expectations set out in the GTCS Standards for Leadership and Management.

57. There are a number of headteachers currently working in Scotland who have not completed the Scottish Qualification for Headship or Flexible Route to Headship and local authorities are encouraged to provide opportunities for headteachers to undertake learning that helps ensure they continue to meet the Standard for Headship. Headteachers who do not hold a professional or academic award should work towards gaining such a qualification and there should be a presumption that this should happen in the vast majority of cases. Depending on career profile this, of course, may not be appropriate in every circumstance and it is understood it will be some years before all headteachers in Scotland have a formal leadership qualification. Once the consideration of the effectiveness of the existing qualifications has been completed local authorities should identify those individuals within their authority currently in such a leadership role who do not have such a qualification and address this by providing access. It is very important that any equality considerations are identified and addressed if the qualification is to become an essential prerequisite for undertaking a headship role. GTCS, Education Scotland, STEC, Scottish Government, local authorities and the professional associations should work together to identify any barriers to access or equality issues. The National Implementation Board would be the most effective mechanism to oversee this work.

### **Scottish College for Educational Leadership**

58. The heightened focus on professional learning and leadership development both within education and in the wider public sector makes this an opportune time to establish a Scottish College for Educational Leadership as a means to focus leadership development at a national level. The title of this organisation is important. The remit of the College should therefore be expanded beyond that of teachers in schools. *Teaching Scotland's Future* recommended that a college should be developed "to improve leadership capacity at all levels within Scottish Education" and accordingly it is proposed that in time, the Scottish College for Educational Leadership should act as a focal point for leadership development for all parts of the education sector and the opportunities it provides should be accessible by a wide range of interests.

59. The College should also be developed so that it can take into account the wider developments in public service leadership that are taking place further to the publication of the report of the Christie Commission, Better Public Services. Scotland is a relatively small country and it is important that a Scottish College for Educational Leadership is able to respond to changes in the public sector landscape, making links with similar institutions such as the Scottish Police College, where it is appropriate to do so. The College should also be responsive to cross-sectoral developments on leadership that in time may offer opportunities across a full range of public service organisations.

60. The responsibilities of the College will include the development of any new qualifications or awards related to headship that may be introduced after evidence as to the effectiveness of SQH and FRH has been gathered. It is expected that the

GTCS would accredit any new leadership qualifications or awards that indicate that an individual has met the Standard for Leadership and Management currently being developed. While the College should act as a portal that leads individuals to high quality learning experiences, the organisation should be developed in a way that allows it to commission learning opportunities as the need arises. The Framework for Educational Leadership will be published in advance of the founding of the College however it should ultimately be developed and maintained by the College itself. Ultimately it is expected that the College will offer its opportunities on-line linking to the replacement for CPDFind and teachers e-portfolios as appropriate.

61. Our vision of the College is that it will form an integral component of a wider landscape of professional learning for the education sector in Scotland. With this in mind it is appropriate that the individuals interested in developing leadership skills should be able to access the College through the Professional Learning Portal which is being developed by Education Scotland. It should also be possible for individuals who do not have access to the Professional Learning Portal to access the opportunities provided by the College and this should be considered in any web design. In addition the College would provide opportunities for leaders in education to share their skills and expertise with colleagues across the country. Once established, the College should consider the introduction of a range of professional learning opportunities for experienced school leaders, including the possible development of national and local leaders in education.

62. The National Implementation Board (discussed in section 4) will establish a project which will scope potential models, including possible funding arrangements, for the College. This project should be taken forward in partnership involving a wide range of interested parties and should consider ways in which the College can be sustainably funded. The scoping study will also consider the relationship with the existing ADES Virtual Staff College and will be completed in spring 2013. This will be followed by consideration of a permanent governance structure and establishment by August 2013. In taking forward this work the Implementation Board should remain in contact with the Scottish Leaders Forum and its Workforce Development Group so recent developments in respect of a cross public service approach to leadership, are taken into account. Indeed there may be merit in partner organisations involved in the establishment of the College to become more directly involved in the work of the Scottish Leaders Forum so that these links are established and maintained.

63. While the Implementation Board will have oversight of this project it should also act as the interim Management Board for the College itself. In taking this project forward it is important that momentum is maintained and that concrete proposals for the establishment of the College are swiftly developed and agreed. In proposing a set of actions leading to the establishment of the College, it is also worth noting that the NPG does not envisage that the College will operate in the same way as the National College for School Leadership in England. A Scottish College for Educational Leadership should be developed to meet the needs of Scottish education.

## SECTION 4: SUPPORTING ONGOING DEVELOPMENT IN TEACHER LEARNING

64. The National Partnership Group will end its work on submission of this report to the Cabinet Secretary for Education and Lifelong Learning. Many of the recommendations of TSF imply a long-term change to the culture of professional learning in Scottish teaching and there is much work still to do. There is a need for all partners to increase momentum in driving forward the changes envisaged in *Teaching Scotland's Future*, this report and in tackling the complex challenges that remain.

65. A new body focused on implementation should now be created to ensure the drive to achieving positive change is increased, to oversee the various strands of work that now require to be taken forward and to provide an opportunity to explore key issues at a national level. The NPG therefore recommends that an Implementation Board is established in the autumn of 2012 and that it should have a streamlined membership including senior representation from partner organisations. Considering the work that requires to be done to take forward the aspirations of *Teaching Scotland's Future* it is important that the following organisations are represented on the National Implementation Board:

- Scottish Teacher Education Committee (STEC)
- Association of Directors of Education Scotland (ADES)
- General Teaching Council for Scotland (GTCS)
- Scottish Government
- Education Scotland
- Universities Scotland
- Representatives of Teacher Trade Unions
- Representative of Headteachers
- Employers (Confederation of Scottish Local Authorities Scotland or Society of Local Authority Chief Executives Scotland)

66. In suggesting membership, it is worth emphasising the need for an independent board to be relatively small. It may also be advantageous if the Cabinet Secretary appointed an independent chair who has an understanding of teacher education and development but has no affiliation with the key partner organisations. It would also be appropriate for the National Implementation Board to continue to consult with a range of organisations, including those currently represented on the Strategic Reference Group, as the next phase of work progresses. Given its proposed role, the Implementation Board will require funding alongside dedicated professional and secretariat support.

67. In recommending the introduction of an Implementation Board, the NPG would like to emphasise a clear shift in focus between its work in drawing up proposals for taking forward the recommendations of TSF and the role of the board whose priority would be to hold work streams to account and ensure that change is implemented. The NPG envisages the board as an interim measure to ensure continued delivery and does not expect it to form a long-term part of the landscape of Scottish education. As discussed earlier in this paper there are a number of possible projects that could flow from the work of the NPG (e.g. work to develop a single e-

portfolio for professional learning) that could be taken forward by partners who would then be required to report to the board.

68. One of the first tasks of the National Implementation Board should be to develop a coherent communications and engagement plan which will highlight ongoing work to implement the recommendations of *Teaching Scotland's Future*. The work of the Implementation Board in developing a formal communications strategy should in no way prevent or discourage partner organisations from using their own channels to communicate key messages, highlight change and generally reinforce the importance of the need to maintain momentum. Every opportunity must be taken to engage with practitioners as NPG initiatives get underway. All partners must continue to raise awareness of what is expected in terms of enhanced professional learning.

69. It is also appropriate for the National Implementation Board to act as a Management Board for the operation of the new Scottish College for Educational Leadership as relevant partners would all be members and they could ensure that the College was developing in a way that met the needs of the education sector as a whole. The NPG envisages the Implementation Board providing this oversight function to the Scottish College for Educational Leadership on an interim basis until more permanent governance arrangements can be developed, agreed by partners, and put in place.

70. In proposing the creation of a National Implementation Board as successor to the NPG it is recommended that the opportunity is taken to streamline some of the existing working groups that are engaged with aspects of teacher education in Scotland. The NPG recommends that the National Strategy Group on Student Placements (NSG) and the Teacher Induction Scheme Ongoing Review Group (TISORG) should be succeeded by a single group that is charged with considering issues related to the more coherent early phase of teacher development as envisaged by *Teaching Scotland's Future*. While necessary to consider remit and membership of this new group it would appear logical for it to report to the Implementation Board during a period of change to the working relationship between schools, local authorities and universities.

71. Finally, it is crucial that the Implementation Board develops an evaluation strategy for its work as a means of evidencing the expected positive impact of the change process which it will oversee.

## SECTION 5: RESPONSIBILITIES OF KEY PARTNERS

72. Chapter 7 of *Teaching Scotland's Future* drew together the report's key messages for the different groups involved in career-long teacher education. In considering how best to take forward the recommendations of *Teaching Scotland's Future* it is worth briefly setting out the key messages of the NPG report for the different groups that will be involved in the implementation phase.

73. These proposals provide an opportunity to embed the vision of **Scotland's teachers** as expert practitioners with responsibility for their own development. Teachers will be active partners in developing and expanding their professional practice through an improved model of professional learning that will start when students and continue throughout their career, no matter the role they adopt. They will be engaged in a revitalised PRD process, acting as enquiring professionals with opportunities to undertake high quality learning at masters level and to mentor colleagues. There will be opportunities to work with, and learn from, professionals across education and beyond.

74. **Local authorities** will use their resources to improve the quality of the teaching profession. In doing so they will want to implement effective models of professional learning and encourage all staff to see themselves as career-long learners. Partnerships with universities will enable the development of a more coherent early phase of teacher learning and the potential to explore ways in which partnerships can be extended beyond the early phase to maximise engagement in high quality learning

75. **Universities** will be open to working together to support the changes in practice envisaged by the report. They will work together more closely to consider issues related to student recruitment including the possibility of establishing assessment centres. There are opportunities to develop new projects to overcome difficulties associated with the accreditation of prior learning and to establish a Scottish Masters of Education. They will work with the wider sector to help increase the amount of accredited learning available to teachers and to engage with local authorities to help build sustainable partnerships for the early phase of teacher education and beyond.

76. **National Bodies (Scottish Government/Education Scotland/GTCS)**. The Scottish Government must provide the necessary strategic oversight and support for the implementation of the key proposals of the NPG. Education Scotland will work in partnership with a wide range of stakeholders in taking forward a number of important proposals and should ensure that an overall improvement in quality of teacher learning results in high quality teaching in Scotland's classrooms. The GTCS has a crucial role to play in providing the infrastructure in which a number of key changes will take place and accordingly must continue to drive forward its important role in accrediting teaching qualifications and setting their parameters through an update of the Guidelines for Courses of Initial Teacher Education in Scotland and its review of the Professional Standards while implementing Professional Update. It must also consider how best to accredit courses of Initial Teacher Education as partnerships develop between local authorities and universities.



**SECTION 6: PROPOSALS OF THE NATIONAL PARTNERSHIP GROUP:  
TIMETABLE**

<b>PROPOSALS</b>	<b>Timetable</b>
<b>Integrated Early Career</b>	
1. Education Scotland should begin pilots on diagnostic tests for literacy and numeracy.	Complete by June 2013 and roll-out from September 2013.
2. All local authorities and universities will enter into partnership arrangements for the provision of Initial Teacher Education and beyond.	By August 2013.
3. Education Scotland to consider an aspect review of the new partnership arrangements.	To be confirmed.
4. GTCS will undertake a review of entry requirements to course of Initial Teacher Education and republish these.	By spring 2013.
5. GTCS to review the Guidelines for Courses to Initial Teacher Education and republish these.	By spring 2013.
6. The National Strategy Group on Student Placements (NSG) and the Teacher Induction Scheme Ongoing Review Group (TISORG) to be succeeded by a single group which will report to the National Implementation Board. The NSG and TISORG will be wound-up once the National Implementation Board is established.	By autumn 2012.
<b>Career-Long Professional Learning including Enhanced Educational Leadership</b>	
7. STEC to deliver proposals for an agreed framework for accrediting prior learning and the creation of a Scottish Masters of Education.	Report by June 2013.
8. Education Scotland to issue on-line resources to support mentoring and coaching.	Resources to be available by November 2012.
9. Education Scotland to chair group of stakeholders that will produce on-line resources to support effective PRD.	Resources to be available by April 2013.
10. The National Implementation Board will have oversight of a programme of pilots looking at establishing a new model of professional learning.	The pilot projects will be established by January 2013 with evaluation concluded by September 2013.
11. Education Scotland to co-ordinate a series of regional events to increase the level of understanding of the new model of professional learning.	By end March 2013.
12. The National Implementation Board to publish annually the key priorities for teacher learning.	To be confirmed.
13. The GTCS, working with the University of Edinburgh and	Resources to be

Education Scotland, are developing online interactive resources to support professional enquiry within schools.	available by December 2012.
14. Education Scotland to develop further on-line support through a professional learning portal. This will include a replacement for CPDFind, an e-portfolio to record learning outcomes and an interactive Framework for Educational Leadership.	Interim solution delivered by January 2013.
15. GTCS and Education Scotland will develop, together with other stakeholders to ensure the final product meets the needs of the wider education community, an e-portfolio to record learning outcomes.	E-portfolio to be available by August 2013.
16. Education Scotland to publish the Framework for Educational Leadership.	By autumn 2012.
17. The Scottish Government to manage the evaluation of the range of routes to headship, including SQH/FRH.	Research to be completed by August 2013.
18. Local authorities to support all aspiring headteachers in accessing a qualification or professional award in educational leadership. Within 5 years such a qualification should become a prerequisite for being appointed as a Headteacher. In addition local authorities should support existing headteachers, who do not currently have a formal leadership qualification, to obtain one.	Requirement to hold qualification by August 2017.
19. The National Implementation Board will have oversight of a project to scope potential models, including possible funding arrangements, for the establishment of a Scottish College for Educational Leadership.	Scoping study to be completed by spring 2013 and College established by August 2013.
<b>Supporting Ongoing Development in Teacher Learning</b>	
20. The National Implementation Board to be established with clear focus on implementing agreed actions from the NPG report. The Board would be expected to hold to account individual work streams and projects taken forward by partners and ensure that change is implemented.	By autumn 2012.

## ANNEX A: NATIONAL PARTNERSHIP GROUP – PROGRESS AGAINST TSF RECOMMENDATIONS

This annex provides information on progress to date on the recommendations set out in *Teaching Scotland's Future*. This reflects the position at a point in time (September 2012) and further progress with many of the TSF recommendations will continue to be made over the coming months and years. In particular partners in the National Partnership Group will continue to take forward changes to teacher education in their sectors, such as changes to initial teacher education courses, some of which will take a number of years.

TSF Recommendation	Scottish Government Response	Progress at September 2012
1. Education policy in Scotland should give the highest priority to further strengthening the quality of its teachers and of its educational leadership.	<b>Accept:</b> Education policy will take account of the need to strengthen and maintain the quality of its teachers and educational leadership.	The NPG report makes clear that all the key education stakeholders involved in the National Partnership Group have demonstrated positive commitment to progressing the recommendations in <i>Teaching Scotland's Future</i> . Significant progress has already been made. The NPG is proposing a way forward to build on current strengths and enhance the quality and impact of teacher education in Scotland.
2. Education policy should support the creation of a reinvigorated approach to 21st century teacher professionalism. Teacher education should, as an integral part of that endeavour, address the need to build the capacity of teachers, irrespective of career stage, to have high levels of pedagogical expertise, including deep knowledge of	<b>Accept:</b> Education policy will take account of the need to support and develop teacher professionalism.	See above

<p>what they are teaching; to be self-evaluative; to be able to work in partnership with other professionals; and to engage directly with well-researched innovation.</p>		
<p>3. Teacher education should be seen as and should operate as a continuum, spanning a career and requiring much better alignment across and much closer working amongst schools, authorities, universities and national organisations.</p>	<p><b>Accept:</b> Education policy will encourage all partners involved in teacher education to consider a career-long approach to addressing a teacher's development needs.</p>	<p>Under the NPG proposals universities and local authorities will work within a renewed and strengthened partnership to establish arrangements for joint development and delivery of the Early Phase of Teacher Education comprising initial teacher education and induction as one overall experience. This will be in place for August 2013. These partnerships will be supported and monitored by the National Implementation Board, Education Scotland and the GTCS.</p>
<p>4. Selection for entry to initial teacher education programmes should be made more rigorous, drawing on existing best practice and using a wider set of selection criteria. The possible establishment of a national assessment centre should be explored. The role of future employers should be significantly strengthened within any revised process.</p>	<p><b>Accept in Principle:</b> The Government will explore with ITE providers, local authorities and other partners how we might strengthen the rigor of the selection process for ITE students, including through the use of assessment centres. The Government will work with these and other stakeholders to develop a shared view on the key selection</p>	<p>Universities are currently reviewing the process through which they recruit students.</p> <p>The NPG considers that there is merit in piloting an assessment centre approach to aid selection but this should not be undertaken until the GTCS has reviewed the entry requirements for initial teacher education (expected spring 2013).</p>

	criteria.	
5. Candidates for teaching should undertake diagnostic assessments of their competence in both literacy and numeracy. The threshold established for entry should allow for weaknesses to be addressed by the student during the course. A more demanding level should be set as a prerequisite for competence to teach.	<p><b>Accept:</b> While believing that overall levels of literacy and numeracy in the teacher workforce are high, the Government accepts the need to ensure that teachers model the highest standards of literacy and numeracy. It has published a Literacy Action Plan to provide strategic direction to improving literacy across the population as a whole and established a Literacy Commission to oversee the delivery of actions in the plan. As we take forward work on this recommendation, we will engage with the commission.</p> <p>Drawing on that expertise, the Government will work with the universities, the new quality improvement agency, employers, the GTCS and other partners to</p> <p>(a). agree the level of literacy that should be required of teachers and</p> <p>(b). develop tools that can be used to help students assess their own level of competence and support</p>	<p>SCQF Level 5 has been agreed for both literacy &amp; numeracy diagnostic materials. Education Scotland is working with four universities to pilot the numeracy diagnostic assessments with student teachers from September 2012. Literacy support materials will be available in the autumn with a pilot of literacy diagnostic assessments from January 2013. Both the literacy and numeracy assessments and support materials will be rolled out to all institutions offering ITE from September 2013. This assessment and support will be in addition to that currently offered by all institutions.</p> <p>All institutions have support available for students with identified difficulties. Some institutions offer formal assessment on a voluntary basis.</p>

	materials that help bridge the gap to the level expected.	
6. The accuracy of the workforce planning model should be improved through universities and local authorities providing their latest projections on an annual basis.	<b>Accept:</b> The Government will work with the workforce planning group (comprising representatives of local authorities, universities, teacher unions and HMIE) to further develop where possible the quality of information provided to the Government.	<p>The Teacher Workforce Planning Group will meet in December following publication of the schools census. Following that a guidance letter will go to the Scottish Funding Council, copied to universities and local authorities, indicating how many student teachers should be recruited to ITE courses the following autumn and highlighting the particular need in certain priority subjects.</p> <p>The Scottish Government will liaise with local authorities during the autumn on workforce planning matters more formally than in previous years, particularly in relation to the relative priority of secondary subjects.</p>
7. Because workforce planning cannot be an exact science, steps should be taken to increase flexibility in the availability of teachers and manage fluctuations. To achieve this, students undertaking a teaching qualification should be given greater information about prospective employment in teaching, particularly at those points where alternative degree options might still be open to them. The marketability	<b>Accept:</b> Universities should ensure that students are provided with the best possible information about employment prospects in teaching, at all relevant points in their university education. The Scottish Government also encourages universities to provide additional support to students to ensure that they better recognise and understand the transferability	The universities will work closely with all partners to ensure that students are provided with employment information at key stages of their university education. This will include support from University Careers Services about the transferability of knowledge and skills from the existing teaching and future concurrent degrees.

<p>of transferable skills in education degrees beyond the education sector should be highlighted to students and employers.</p>	<p>of many of the skills they develop through a teacher education course.</p>	
<p>8. In order to maintain a wider pool of potential teachers, individuals who have met either the Standard for Full Registration or Standard for Initial Teacher Education but have sought employment elsewhere should be encouraged to retain a reduced level of GTCS membership which gives them access to employment information and continuing professional development. Where an individual seeks to return to teaching, local authorities should provide them with relevant training to support their return to the classroom.</p>	<p><b>Accept in Part</b> The GTCS already ensure that all those registered have access to employment information and guidance on continuing professional development. While it is not proposed to complicate the registration process by changing the registration category as people move in and out of the profession we would invite the GTCS to consider what further steps it can take to encourage those in these positions to maintain their skills.</p> <p>The CPD StepIn community currently provides support and CPD opportunities for practitioners who are currently irregularly employed. Local authorities should encourage such practitioners to join the CPD StepIn community.</p> <p>Local authorities should give consideration to developing</p>	<p>GTCS are in the process of developing a system of Professional Update, which will require all registered teachers to confirm on a five yearly basis that they have engaged in PRD and professional learning in order to keep their knowledge and skills up-to-date, in line with the relevant GTCS Professional Standard. As part of this work, the GTCS are considering what support would be required to enable teachers not currently in the classroom to participate in the Professional Update process as well as the possibility of categories of registration related to this.</p>

	<p>relevant training to support those teachers who have been out of the classroom for five or more years.</p>	
<p>9. Further high quality part-time provision, capitalising on the growing potential of ICT, should be developed, including the kind of model provided by the Open University in Scotland. The suitability for Scottish education of a Teach First/Teach Now model of placing students predominantly in a school for their initial teacher education should be investigated.</p>	<p><b>Accept:</b> The Government will encourage universities to continue to develop part-time and distance learning provision. Consideration of the Teaching Qualification for Further Education course may provide useful examples of practice.</p> <p>The Government will continue to be supportive of discussions with Teach First regarding the suitability of the Teach First model for Scottish Education. As noted in <i>Teaching Scotland's Future</i> the Government would not accept any model of teacher education that did not support students to meet the required standard. HMIE/the new quality improvement agency will provide further analysis of the impact of Teach First approaches to teacher education.</p>	<p>The NPG proposes that universities with the support of their partnerships will develop and maintain programmes of initial teacher education. The programmes will include the further development of part-time and distance learning modes of delivery and offer Masters level credit opportunities. Academic study beyond the field of education will be included in undergraduate ITE programmes.</p> <p>GTCS has held a number of meetings with Teach First to suggest ways it might assist its graduates to develop professional qualifications equivalent to those of Scottish teachers.</p> <p>Discussions about the practicalities of introducing a Teach First model in Scotland between Teach First, Education Scotland and the Scottish Government have continued, following the report by HM Inspectors in September 2011. The onus lies with Teach First to develop a proposal that meets the criteria set by the GTCS. If they can achieve that consideration will be given to the merits of running a pilot to test the viability and benefits of this sort of model. We envisage that agreement between GTCS and Teach First is</p>



		some way off and, given that selection of Teach First cohorts take place a year ahead recruitment to the project, we are not envisaging a pilot any sooner than academic year 2014/15 at the earliest.
10. Initial teacher education and induction should be planned as one overall experience. This will require strengthened partnership to underpin joint delivery. It should include the possibility of Masters credits, where appropriate.	<b>Accept:</b> A significant number of the recommendations in <i>Teaching Scotland's Future</i> rely on improved partnership working, as highlighted in recommendation 15. The Government will ask the National Partnership Group set up in relation to that recommendation to address how universities and local authorities can develop ITE courses and induction schemes as one coherent experience. The development of Masters accounts will be considered as part of this.	See recommendation 3
11. In line with emerging developments across Scotland's universities, the traditional BEd degree should be phased out and replaced with degrees which combine in-depth academic study in areas beyond education with professional studies and development. These new degrees	<b>Accept:</b> Though its guidelines for ITE courses, and in conjunction with the GTCS, the Government will encourage universities to develop a new type of teacher education course. The government recognises that changes to the BEd degree may have implications	The replacement of traditional BEd degrees is already underway in line with the <i>Teaching Scotland's Future</i> recommendations, with the first new programme starting in 2012.  Over the next few years the new degree structures will be phased in, although existing BEds will also continue while current students

<p>should involve staff and departments beyond those in schools of education.</p>	<p>for workforce planning and will consider how these can be best managed.</p>	<p>complete their degrees.  The final BEd admission will be in 2013.</p>
<p>12. Increased emphasis should be given to ensuring that primary students have sufficient understanding of the areas they are expected to teach. Supporting online resources should be developed which address the fundamentals of each area to be taught together with implications for pedagogy.</p>	<p><b>Accept:</b> A significant number of digital resources already exist in relation to aspects of the curriculum and how they are taught. Universities, the new quality improvement agency and other partners should continue to work together to develop online resources to support curriculum areas and other aspects of learning and teaching. New and innovative approaches to targeting these digital resources towards teachers will be considered.</p> <p>The Scottish Government believes that, building on the helpful indications given in <i>Teaching Scotland's Future</i>, we need to develop our understanding of priority areas for development across approaches to learning and teaching and the curriculum. We will therefore establish a short-life sub-group of the National Partnership Group to consider this,</p>	<p>All programmes for primary student will combine the study of education including subject pedagogic knowledge; inclusive practice; professional studies; academic study beyond education at undergraduate level; and placement and work-based learning. The induction year will combine work-based learning with further study of subject pedagogic knowledge and professional studies including the exploration of theory through practice with opportunities for Masters level credit.</p> <p>Co-ordination and signposting of support materials is being significantly improved in existing online resources. A full review and redeveloped approach to targeting and accessing materials will be carried out in conjunction with the new version of Glow.</p>

	and provide advice on starting points in relation to this recommendation and recommendations 13, 14, 42 and 43.	
13. Clear expectations about necessary prior learning for teacher education courses should be developed together with diagnostic assessments and online resources to allow students to reach that baseline in advance of formally embarking on a course. This mechanism could also be used to support existing teachers.	<p><b>Accept:</b> The Government will work with key stakeholders to develop a shared understanding of the necessary prior learning for starting on an initial teacher education course, through the sub-group of the National Partnership Group indicated in response to recommendation 12.</p> <p>Following the report of that group, we will work with local authorities, universities and the new quality improvement agency to develop resources to support this.</p>	See recommendation 4
14. The professional component in programmes of initial teacher education should address more directly areas where teachers experience greatest difficulty and where we know that Scottish education needs to improve. That will require a radical reappraisal of present courses and of the guidelines	<p><b>Accept:</b> Through the sub-group of the National Partnership Group indicated in relation to recommendation 12, the Government will work with stakeholders to consider further those areas where teachers experience greatest difficulty.</p>	The NPG proposes that the National Implementation Board should co-ordinate local joint evaluation and audit processes with related agencies. Such evaluation information should be fed into the accreditation processes of the GTCS. The group will be mindful of national problems and areas where teachers experience greatest difficulty identified through research and national

<p>provided by GTCS.</p>	<p>These are likely to include promoting positive relationships, behaviour and health and wellbeing, additional support needs, ICT, engaging with 'hard to reach' parents and, in primary, curriculum areas such as science and modern foreign languages.</p> <p>Its work will feed into consideration of the guidelines on ITE courses referred to in recommendation 11.</p>	<p>and local surveys which can be addressed by local initiatives as appropriate.</p>
<p>15. New and strengthened models of partnership among universities, local authorities, schools and individual teachers need to be developed. These partnerships should be based on jointly agreed principles and involve shared responsibility for key areas of teacher education.</p>	<p><b>Accept:</b> The Government will set up a National Partnership Group to examine how partnership working can be improved and develop concrete proposals for ways forward.</p> <p>This working group will ensure that all issues relating to partnership in 'Teaching Scotland's Future' are taken forward as effectively and efficiently as possible. This group will be asked to address issues raised in recommendations 10, 12, 15, 16, 20, 22 24, 25, 27, 28, 29 and 44.</p>	<p>See recommendation 3</p>

<p>16. Exploration of theory through practice should be central to all placement experiences - emphasising effective professional practice, reflection, critical analysis and evidence-based decision making.</p>	<p><b>Accept:</b> We will ask the National Partnership Group to consider this recommendation as part of their work.</p>	<p>See recommendation 3 and 12</p>
<p>17. School-based placements should be in schools which meet quality standards. They should provide an effective professional learning environment and the capacity to mentor and assess student teachers.</p>	<p><b>Accept in Principle:</b> The Government agrees that placements should take place in environments that are supportive of staff learning and development and provide the best possible quality of experience. It will ask the National Partnership Group to develop a shared understanding of what these quality standards should be, also looking to develop a shared understanding of what value the concept of hub schools might bring and how these might work in Scotland.</p>	<p>Under the NPG proposals partnerships will be responsible for ensuring that school-based placements are appropriate and provide the best possible quality of experience.</p> <p>Following the successful migration of Practicum from the University of Glasgow to the GTCS, the Practicum Management Group is overseeing a programme of further development including functions that will enable a national evaluation of the quality of ITE student placements.</p> <p>The hub-school model has been taken forward in a number of areas and these models are a valuable addition to teacher education. They are part of a diversity of models and would not be feasible in all geographic areas.</p>
<p>18. Students' views on the quality of placements should be used to inform decisions about the suitability of</p>	<p><b>Accept:</b> The Government welcomes moves by the national strategy group on student</p>	<p>One of the suggested key principles of the partnerships covering integrated early career is that student views on the quality of placements</p>

<p>schools for placement and help to ensure a consistently high quality experience.</p>	<p>placements to develop Practicum as a resource to support placement quality.</p>	<p>and their probationary experience be built into the process.</p>
<p>19. Stronger quality assurance of the effectiveness of partnerships should be applied by GTCS through their accreditation procedures and HM Inspectors in their inspections of teacher education and of schools. School inspections should include, where relevant, evaluations of the quality of the mentoring and assessment arrangements for students and newly-qualified teachers as well as of continuing professional development.</p>	<p><b>Accept:</b> The Government will consider along with GTCS, and all relevant organisations, how effective partnerships can be best developed and monitored.</p> <p>HMIE is currently working on new inspection guidelines and the Government will encourage the inspectorate to include the learning and development environment for staff and students in these.</p>	<p>See recommendation 3.</p> <p>The School Inspection Framework has been revised to include TSF themes.</p>
<p>20. Suitably trained school staff should have the prime role in the assessment of students whilst on placement. New models of joint staffing should be developed to enhance the quality and impact of the placement experience.</p>	<p><b>Accept:</b> The Government will ask the National Partnership Group to consider both how school staff should be supported in the assessment of students and how joint models of staffing could work.</p>	<p>See recommendation 3</p> <p>The NPG report proposes that school based staff should have the prime role in assessment of students while on placement.</p>
<p>21. To ensure that the model of placement reflects the broader and evolving roles of teachers, it should</p>	<p><b>Accept:</b> Local authorities should ensure that all programmes drawn up for students when on placement</p>	<p>Increasingly there is better collaboration between schools and universities to ensure a broader set of experiences. However this is not yet universal and</p>

include more substantial experience for all prospective teachers in relating to parents and working with other professionals.	include opportunities to learn about effective engagement with parents and to work with a wide range of other professionals. These placements should offer students the opportunity to learn more about the principles of early intervention.	best practice should be disseminated across Scotland via Local Authorities and Universities.
22. Providers of initial teacher education programmes should develop, in partnership with employers, means of gauging the effectiveness and impact of their programmes in the short and medium terms.	<b>Accept:</b> The Government encourages universities to seek information from employers and former students to monitor the impact of their ITE programmes. The National Partnership Group will be asked to consider further how this can be embedded.	See recommendation 14
23. Through any reaccreditation arrangements, the GTCS should ensure that those involved in the front line of teacher education in universities and schools are fully ready for that task. University-based teacher educators should have a responsibility to undertake an agreed programme of CPD each year.	<b>Accept:</b> The Government invites GTCS to specifically consider how arrangements for professional update (as they currently term reaccreditation) will work for university-based teacher educators.	The GTCS announced in June 2012 the start of a pilot to test a new system of professional update. This is being managed by the GTCS Professional Update Working Group and covers 3 local authorities, an independent school and a university. The pilot work with the University will contribute to the development of Professional Update processes for University-based teacher educators. Phase 2 of the pilot (2013) will include additional University based teacher educators. Full implementation of Professional Update is planned for 2014.

<p>24. Flexible staffing models for initial teacher education, induction and CPD should be developed by local authorities and the universities to allow movement of staff and dual appointments. As well as potentially improving coherence, this will help to achieve the aspiration of teaching being a research-informed profession.</p>	<p><b>Accept:</b> The Government will invite the National Partnership Group to consider how flexible staffing models might work to the benefit of both parties.</p>	<p>Under the NPG proposals for partnerships to support the education of student and probationer teachers, planned guidance to university/local authority partnerships is likely to encourage joint appointments of staff with particular responsibility for the management of the early phase of teacher education.</p>
<p>25. In order to improve continuity and coherence for new teachers, university-based teacher educators should have a role in the development and delivery of induction schemes.</p>	<p><b>Accept:</b> The Government will invite the National Partnership Group to look to improve links between initial teacher education and the induction year.</p>	<p>See recommendation 3</p>
<p>26. To support more effective management of personal and professional development a new system of online profiling should be developed. This should integrate progress, targets and next steps from the outset of initial teacher education, through induction and into continuous professional development.</p>	<p><b>Accept:</b> The Scottish Government will open discussions with the GTCS and Learning and Teaching Scotland (as it moves into the new quality improvement agency) to ensure that we are able to offer to all teachers and students an online system that can support them to manage their professional development throughout their</p>	<p>Education Scotland and the GTCS are taking forward the development of an on-line profile in partnership. This will be accessible through 'My GTCS' and the new version of Glow.</p> <p>GTCS are currently developing an on-line profile specifically to support the pilot of Professional Update systems. This will be piloted in one local authority in session 2012 / 2013.</p>



	education and career. This should be part of, or linked to, the next iteration of Glow.	
27. Local authorities and national bodies should develop approaches to quality assure and improve mentoring.	<b>Accept:</b> The National Partnership Group will be asked to look at approaches to quality assure and improve mentoring.	Education Scotland will publish guidance on mentoring and coaching in late summer 2012. This includes an on-line resource that has been developed and exemplifies a range of mentoring skills and provides support for those involved in mentoring and coaching activities. The resources will include reflective questions and video clips of mentoring conversations. Mentoring and coaching will feature across the revised teaching standards and be a focus of the on-going inspection process.
28. Mentors should be selected carefully and undertake training based on a recognition of the skills and capacities required for this role.	<b>Accept:</b> Building on the recommendations of the National Partnership Group, the Government will encourage local authorities to apply selection criteria for mentors and provide support to allow those mentors to do the best job possible.	See above
29. The roles and responsibilities of different individuals within the teacher induction scheme need to be updated and clarified. Given the potential tension in the assessment and support	<b>Accept:</b> The National Partnership Group will be asked to look at how probationers can be best supported, in particular whether the university could be involved in	GTCS will provide advice and guidance to local authority probationer managers through regular seminars and up-to-date information on GTCS websites. Also see recommendation 27.

functions of mentors, all new teachers in Scotland should have access to a mentor and a supporter.	the mentoring/assessing process.	
30. The overall level of non-contact time in the induction scheme should build more directly and progressively from initial teacher education. The use made of the time should allow greater flexibility and personalisation.	<b>Accept in Principle:</b> While we accept the principle that the use of non-contact time during induction should allow flexibility and personalisation, depending on development needs, the issues relating to teacher employment are currently subject to independent review. Following its publication the recommendations from this review will be considered.	The SNCT agreed in negotiations for the 2011 Teachers Pay Agreement that the class contact time for probationers would change to 0.82 FTE/18.5 hours per week. JS/12/35 outlines further GTCS advice issued to Directors of Education. In session 2012/13, there should be a continued commitment to a maximum of 18 hours per week class contact time (0.8 FTE) for all those entering the Induction Scheme at the start of the school year in August. This figure of 18 hours may be increased later in the session (but not normally before Easter) for teachers whose progress is deemed satisfactory.
31. Early career teachers should continue to benefit from mentoring beyond induction. Additional support should be provided by senior managers within schools and local authorities to ensure appropriate progression as part of the CPD and PRD process.	<b>Accept:</b> Local authorities should consider the practicalities of extending mentoring beyond induction. This should include the consideration of possible on-line solutions.	See recommendation 27
32. The flexible route to achieving the standard for full registration should include access to CPD and structured	<b>Accept:</b> Local authorities should ensure all probationers on the flexible route have access to local	CPD Central communities are undergoing an interim restructure to reflect communities as outlined in TSF:

<p>support. This needs to be led and coordinated by local authorities who choose to employ flexible route probationers.</p>	<p>authority CPD provision.</p> <p>The Government will work with the new quality improvement agency to build on the work of the National CPD team with regards to CPD StepIn to ensure support is provided for probationers on the flexible route.</p>	<ul style="list-style-type: none"> <li>• Early phase – students, probationers and supply</li> <li>• A range of Professional Learning Communities, tailored by curricular area and strategic theme</li> <li>• Leadership</li> </ul> <p>This will allow easier access to tailored resources, opportunities and peer support. The need for dedicated online space for flexible route probationers will form part of the specification of the new version of Glow.</p>
<p>33. The balance of CPD activities should continue to shift from set-piece events to more local, team-based approaches which centre on self evaluation and professional collaboration, and achieve an appropriate blend of tailored individual development and school improvement.</p>	<p><b>Accept:</b> This is occurring in many schools and local authorities already and the Government would strongly support this direction of travel. It recognises however, as noted in the report, the importance of external stimulus to reinvigorate discussion within a school or learning community.</p>	<p>Guidance will be developed on effective models for professional learning that will focus on teachers as enquiring professionals. This will show how to engage with professional enquiry including support for teachers to develop the necessary skills in for example self-evaluation and evaluation of impact on learning as a core part of day-to-day practice. On-line interactive resources are being developed in partnership by the GTCS, University of Edinburgh and Education Scotland and will be available by December 2012.</p>
<p>34. Teachers and schools should plan and evaluate CPD more directly on its intended impact on young people's progress and achievements.</p>	<p><b>Accept:</b> The Government would encourage all teachers and headteachers to ensure that PRD discussions draw out the intended</p>	<p>Under the NPG proposals PRD will become more clearly focused on teachers as learners and on improving teaching to enhance the learning experiences and outcomes for all pupils. The</p>

	<p>impact of any learning experience. PRD discussions following a CPD experience should evaluate the impact that experience has had on young people's progress and achievements. Consideration should be given to the use of on-line, collaborative tools such as CPD Reflect to help achieve this.</p>	<p>PRD discussion will include teachers' critical reflection on their professional learning and how this has impacted on their professional practice in relation to children's learning.</p> <p>A National PRD Improvement Group was established in August 2012, including representation from Education Scotland, GTCS and ADES. A scoping exercise on local authorities' PRD policies was completed in June 2012. On-line advice and materials on PRD are currently being developed.</p> <p>An inspection advice note to all establishments was issued in June 2012 outlining expectations for PRD and CPD.</p>
<p>35. The Professional Standards need to be revised to create a coherent overarching framework and enhanced with practical illustrations of the Standards. This overall framework should reflect a reconceptualised model of teacher professionalism.</p>	<p><b>Accept:</b> The Scottish Government invites the GTCS to look at the current suite of professional standards and ensure that these build from each other and present a coherent framework.</p>	<p>Drafts of the revised GTCS Professional Standards are now complete. A consultation on the draft standards will take place from the end of August 2012 until the end of October 2012, with publication and dissemination of the revised standards planned for January 2013.</p>
<p>36. A new 'Standard for Active Registration' should be developed to clarify expectations of how fully registered teachers are expected to</p>	<p><b>Accept in part:</b> The Scottish Government accepts the importance of challenging and aspirational standards that are</p>	<p>The draft revised GTCS Professional Standards include the Standard for Career Long Professional Learning, which provides a framework for experienced teachers to continue to develop their</p>

<p>continue to develop their skills and competences. This standard should be challenging and aspirational, fully embracing enhanced professionalism for teachers in Scotland.</p>	<p>'live' for teachers throughout their careers. As part of a re-evaluation of the standards, the GTCS should consider how best this will be achieved. This links to work that the GTCS is taking forward looking at professional update. The Government would encourage GTCS to find ways to support every teacher, through professional update, to demonstrate how they continue to develop their skills and competences.</p>	<p>skills and competences. Feedback on this standard will be gathered as part of the consultation exercise detailed above. The revised GTCS standards will support teachers in the Professional Update process at all stages in their careers.</p>
<p>37. At the outset of any CPD activity, the intended impact on young people, and the aspects of the relevant professional standard the teacher will improve as a result of the activity, should be clear. Subsequent PRD discussions should review progress with previous intentions. This process should be captured in a continuing online profile of professional development.</p>	<p><b>Accept:</b> See response to recommendation 34.</p> <p>As per response to recommendation 26, the Government supports the suggestion of an online profile of professional development and will engage with stakeholders to discuss.</p>	<p>See response to recommendations 26 and 34.</p>
<p>38. New national initiatives should include a teacher education strategy,</p>	<p><b>Accept:</b> The Government will ensure that all new national</p>	<p>Support for teacher professional learning is provided as part of all the work streams of</p>

<p>based on what we know about managing effective change in education.</p>	<p>developments take into account the implications of <i>Teaching Scotland's Future</i>.</p> <p>The establishment of the new quality improvement agency will enable a clearer focus for national support work that takes forward the implementation of Government policy.</p>	<p>Education Scotland. The NPG report proposes the establishment of a National Implementation Board in autumn 2012. This Board would oversee the various strands of work and ensure increased momentum in driving these forward.</p>
<p>39. All teachers should see themselves as teacher educators and be trained in mentoring.</p>	<p><b>Accept:</b> The Government would look for this to form part of a reconceptualised professionalism for the profession. Whilst recognising that there will be resource constraints in providing mentoring training for all teachers the Scottish Government would look for local authorities and schools to provide opportunities for teachers to develop their skills and experience supporting their colleagues learning needs over time.</p>	<p>See progress reported against recommendation 27.</p>
<p>40. Online CPD should be part of the blended, tailored approach to CPD for all teachers.</p>	<p><b>Accept:</b> The Government welcomes the recognition of the vital part online CPD can play in</p>	<p>It is proposed that CPDFind will be replaced with a professional learning portal that will enable teachers to source high quality on-line resources</p>

	<p>supporting the learning and development of all teachers. We will invite the new quality improvement agency to build on the work of the National CPD team, Glow, the new National Assessment Resource and other resources to ensure that all teachers have access to high quality online CPD and support materials through an appropriate delivery mechanism.</p>	<p>and opportunities. This will be an interim solution for 2012/13 until the new version of Glow is launched which will include an intelligent search engine.</p>
<p>41. Building on the positive start made by the National CPD Team to 'CPD find' a national 'one stop shop' should be developed for teachers to access online CPD opportunities.</p>	<p><b>Accept:</b> The Government will ask the new quality improvement agency, building on the work of the National CPD Team, to develop a one stop shop for CPD opportunities that can be accessed in a variety of ways.</p>	<p>See above.</p>
<p>42. Teachers should have access to high quality CPD for their subject and other specialist responsibilities.</p>	<p><b>Accept:</b> The Government will ask the new quality improvement agency to consider the work of the excellence groups and specialist providers, such as SSERC, SCILT and universities, to look at how they provide high quality subject CPD in Science and Modern</p>	<p>The NPG proposes that the National Implementation Board should publish on an annual basis a paper setting out the key priorities for professional learning. This should be informed by information from inspection reports and other sources which Education Scotland publishes and by national and international comparator studies.</p>

	<p>Foreign Languages.</p> <p>We will ask the sub-group of the National Partnership Group indicated in recommendation 12 to examine priority areas that should be included in this work.</p> <p>The Government believes that all teachers should have the opportunity to develop their skills and knowledge in relation to important cross-cutting themes across the curriculum, such as international education, sustainable development, citizenship, enterprise and creativity.</p>	<p>The NPG also suggests that local authorities and universities should consider how the partnerships formed to support the education of students and probationary teachers can be extended to the benefit of a wider staff group in the provision of career long professional learning.</p> <p>The changes being made to CPDFind (see recommendation 32) will allow easier access to tailored resources, opportunities and peer support.</p>
<p>43. National strategies need to be developed to prioritise and address areas within the curriculum where evidence, such as from national and international benchmarking or inspection, shows that there is a particular need to improve learning, teaching and attainment.</p>	<p><b>Accept:</b> The Scottish Government will work with partners, through the sub-group of the National Partnership Group set up in relation to recommendation 12, to use evidence to determine areas of challenge.</p> <p>The Scottish Government and the new quality improvement agency will work with other partners to</p>	<p>See above</p>



	develop strategies to address these challenges.	
44. A greater range of CPD should be formally accredited. Masters level credits should be built into initial teacher education qualifications, induction year activities and CPD beyond the induction year, with each newly-qualified teacher having a 'Masters account' opened for them.	<p><b>Accept:</b> The Scottish Government will ask the National Partnership Group to consider how Masters level work can be built into ITE courses, induction year activities and ongoing CPD activity.</p> <p>Alongside this the Government encourages universities to set up Masters accounts for students studying on ITE courses.</p>	<p>Universities now offer a range of provision with masters level work in ITE courses and induction year activities. They are working closely with local authority partners to further develop the provision of masters level work as part of ongoing CPD activity.</p> <p>It is proposed that STEC should start working with other partners in the autumn of 2012 to consider the development of a Scottish Masters of Education which would offer a more flexible framework for the accreditation of prior learning. They will also consider the links between this proposal and the online profile to be developed in common by the GTCS and Education Scotland (see recommendation 26).</p> <p>Universities will continue to offer a wide range of taught masters modules and develop more flexible access to masters modules.</p>
45. The award of Chartered Teacher status should be based on a range of evidence, including improved teaching skills and significant impact on	<b>Accept in part:</b> The Government accepts that the time is right to look at the award of Chartered Teacher and make sure it is	The Scottish Government has already announced that the Chartered Teacher scheme will come to an end. The SNCT has outlined in June 2012 arrangements for dealing with the pay and

<p>improving the learning of the young people and colleagues with whom they work. The award should be reviewed as part of PRD and professional reaccréditation. Local authorities should have greater control over the number of teachers who apply for the award.</p>	<p>delivering the benefits envisaged. The current review of teacher employment will, as part of its remit, consider 'how to recognise and encourage excellence in the classroom'.</p>	<p>conditions for existing Chartered Teachers and those who have partially completed the Standard for Chartered Teacher.</p>
<p>46. A clear, progressive educational leadership pathway should be developed, and embodies the responsibility of all leaders to build the professional capacity of staff and ensure a positive impact on young people's learning. Account should be taken of the relationship between theory and practical preparation, including deployment to developmental roles.</p>	<p><b>Accept:</b> The Government will set up a focused and time-limited sub-group of the National Partnership Group to develop the educational leadership pathway.</p>	<p>The National Partnership Group has developed a leadership framework which will be published in autumn 2012.</p> <p>Under the NPG proposals the Scottish College for Educational Leadership will be responsible for maintaining and developing the leadership framework.</p>
<p>47. The impact of the routes to achieving the Standard for Headship should be evaluated to inform further development of flexible routes.</p>	<p><b>Accept:</b> As part of its consideration of an educational leadership pathway, the sub-group should use evidence of the impact of the current routes to achieving the standard for headship, particularly with regards to how flexible routes could be further</p>	<p>The NPG proposes that the Scottish Government, with the involvement of local authorities and other providers of leadership programmes, should commission a detailed study of the effectiveness and impact of all current routes to headship. This research should be completed August 2013.</p> <p>GTCS is currently developing processes to</p>

	developed.	accredit routes to achieving the Standard for Headship, in line with their governance role of this standard.
48. A greater range of CPD opportunities should be provided for experienced headteachers, from the middle years of headship onwards. The new national leadership pathway should not stop at headship, but should include ways in which experienced headteachers can continue to develop and refresh their skills and competences.	<b>Accept:</b> The Government will ensure that this is considered as part of the development of the educational leadership pathway.	The Leadership Framework (see recommendation 46) will include ways in which experienced headteachers can continue to refresh and develop their skills and competences.
49. A scheme for national leaders of education should be developed to enable experienced, high-performing headteachers to contribute to system-level leadership of education in Scotland.	<b>Accept in principle:</b> All partners should look to make the most of the skills and knowledge of experienced headteachers.  The sub-group should consider how the educational leadership pathway can set out, as part of the professional development of experienced headteachers, opportunities that might be developed to make best use of those capacities.	Under the NPG proposals the Scottish College for Educational Leadership (see recommendation 50) will be asked to consider the introduction of national and local leaders in education who can share their skills and expertise with colleagues across the country.
50. A virtual college of school leadership should be developed to	<b>Accept:</b> Following the development of the educational	The National Partnership group endorses the recommendation in <i>Teaching Scotland's Future</i>

<p>improve leadership capacity at all levels within Scottish education.</p>	<p>leadership pathway, we will look to the sub-group to make recommendations on how national support for development might be further enhanced by the virtual college of school leadership.</p> <p>In the meantime will invite the new quality improvement agency to review what support is available online for the development of school leaders and draw this together in one place, working with others to improve provision where gaps are identified. The on-going development of the virtual college should be part of or linked to the next iteration of Glow.</p>	<p>that there should be an educational leadership college. The NPG proposes that it should be Scottish College for Educational Leadership and it should act as a focal point for leadership development at all points of the education sector and that the opportunities the college will provide should be accessible by a wide range of interests.</p> <p>The NPG proposes that the National Implementation Board should establish a project to scope potential models including funding arrangements for the college. The project should be taken forward with the involvement of wide range of interested parties and should be completed by spring 2013. This should be followed by consideration of a permanent governance structure and the establishment of the college by August 2013.</p>
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## **ANNEX B: EXAMPLES OF EARLY PHASE PARTNERSHIPS**

### THE GLASGOW WEST TEACHER EDUCATION INITIATIVE (GWTEI)

The Scottish Government funded Glasgow University's pilot project carried out in partnership between the University, Glasgow City Council and a cluster of two secondary and eleven primary schools in the west end of Glasgow. The project became known as the Glasgow West Teacher Education Initiative (GWTEI). A total of 31 students took part in the project which took place over two placement periods before and after the Spring break 2011.

The pilot project was based on a new model of partnership between student teachers, classroom teachers and university tutors to enhance the support given to student teachers while on school placement. The new model of partnership established closer communication, shared understanding and improved relationships between all three groups. The project entailed university tutors being placed in the identified schools on a full-time basis, with one of the secondary schools hosting a weekly seminar. Students observed 'learning rounds' where they were able to observe one of their peers teaching and then took part in a tutor-facilitated discussion with the classroom teacher about teaching points arising from their observation.

### UNIVERSITY OF ABERDEEN PLACEMENT PARTNERSHIP PROJECT (PPP)

The University of Aberdeen's project proposal had very similar overarching aims to those of the University of Glasgow - ie to create a collaborative working approach involving tutors and supporter teachers and other associated professionals, to better support the professional learning of student teachers while on school placement. The objective was to maximise the combined expertise of all partners in the process. This would, in addition, promote a collaborative culture whereby university tutors and supporter teachers regard each other as colleagues and are able to co-construct knowledge and learn from each other.

The distinguishing feature of how the Aberdeen project differed from the Glasgow project was that rather than collaborating with just one local authority the PPP involved six partner local authorities.

## **ANNEX C: THE FRAMEWORK FOR EDUCATIONAL LEADERSHIP IN SCOTLAND**

### **1 The Purpose of the Framework for Educational Leadership**

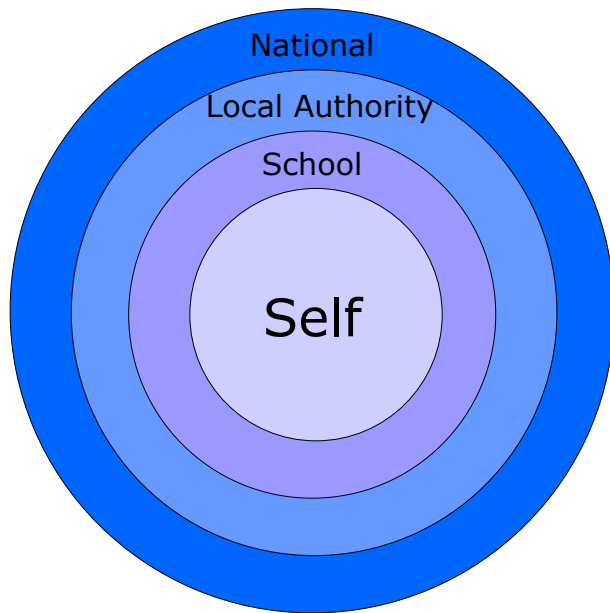
The Framework for Educational Leadership is intended to support improvements in Scottish Education by developing high performing leaders equipped to tackle the significant task of leading and managing in challenging and changing times.

It is important to note that this work is part of an overall package to support career-long professional learning arising from the work of Teaching Scotland's Future National Partnership Group.

The framework is centred on a model of professional growth in leadership learning, which is outlined in section 3. All users of the framework should ensure that they are familiar with this model, and use it as the basis for professional development planning, both for themselves and for the leaders that they support.

Individuals will, and should be encouraged to, map their own particular and unique route through the Framework for Educational Leadership. The framework is not intended to be used in a linear way. There should be no distinct boundary between the sections of the framework and there may frequently be instances of overlap across different sections. Leaders will revisit aspects of their professional practice that need to be refreshed or further developed.

All leadership roles share some common skills and attributes, particularly working with and influencing others to improve the learning experiences for all learners. However, at different stages in the leadership journey the individual will have different sets of needs. The framework should help identify and design opportunities for those preparing for leadership roles, those newly appointed, and those with substantial experience. It is crucial that opportunities are provided for leaders at all stages in this journey.



Leaders participate in a range of professional learning activities including individual, group, establishment, local authority, university and national opportunities. These activities will include experience in a variety of leadership roles and posts, either on a permanent or temporary basis, and participation in award bearing academic programmes. These activities will vary in delivery, but may include individual and collaborative working as well as participation in on-line learning. It is important to note that many of the aspects identified in the framework can be pursued in the course of normal work.

The framework will also be used in the design of leadership development programmes, as well as leadership programme planning by a range of providers.

## **2 Definition of Leadership and Leadership Roles**

Leadership is the ability to:

- Develop a vision for change , which leads to improvements in outcomes for learners and is based on shared values and robust evaluation of evidence of current practice and outcomes;
- Mobilise, enable and support others to develop and follow through on strategies for achieving that change.

We expect all teachers to be leaders in a number of important ways. We expect them to lead learning for, and with, all the learners with whom they engage, with a clear focus on improving outcomes for all. We expect all teachers to develop capacity to lead colleagues and other partners to achieve change through specific projects or development work. We expect those in, or aspiring to, promoted roles within education to lead teams to initiate and manage change effectively and to develop leadership capacity in others. All

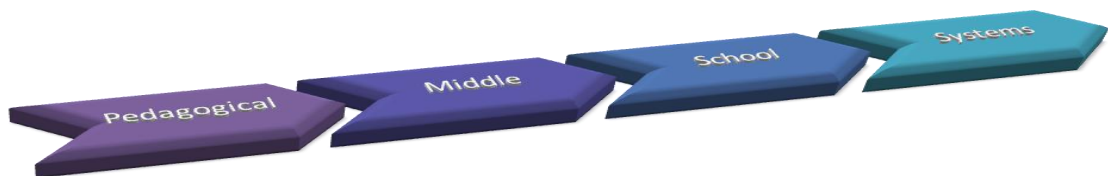
leaders have a responsibility for encouraging collaborative partnerships, in order to achieve positive outcomes for all children and young people.

Head teachers, working with others, establish, sustain and enhance a culture of learning in collaboration with the whole school community to ensure that every learner achieves their potential. Head teachers are accountable for ensuring that the context and culture is set for others to lead effectively and that there is a clear and agreed focus on self-evaluation and improvement. They have a crucial role in supporting leadership development in others, to build leadership capacity in the system.

All head teachers, including those with many years of experience, will require to refresh and enhance their practice and to seek new challenges to further their professional development.

We expect head teachers and others to be able to offer leadership for improvement at a systems level (local authority and national) including the ability to offer significant support to peers and other educational establishments or make significant contributions to policy development across local authority or national education systems.

### ***Definition of leadership roles***



#### ***Pedagogical leadership***

All teachers have a responsibility to lead learning and teaching in their classrooms, in order to meet the needs of all learners. This is achieved in a number of ways: the close scrutiny of pupil learning needs, the continued drive to develop effective and innovative approaches to pedagogic practice, the building of knowledge and understanding about learning and by leading and working collaboratively with colleagues to review and enhance pedagogic practice across the school.

#### ***Middle leadership***

Middle leaders in schools will have different areas of responsibility which may include curriculum leadership, departmental or faculty leadership, pastoral



leadership, leadership in additional support provision, or leadership of specific school improvement priorities. They may have line management responsibility for a team of staff; lead a team delivering a specific area of provision; or a team involved in development activities. In taking their particular areas of responsibilities forward, middle leaders will work and contribute to the school improvement agenda particularly in building a culture of learning to address the needs of all learners, while also contributing to the development of capability more generally.

#### *School leadership*

Leaders who have, or are seeking, overall responsibility for an aspect of leadership across an establishment. This includes curriculum/faculty leaders who aspire to membership of a senior leadership team and to established members of such teams, such as depute head teachers and head teachers.

#### *Systems leadership*

Leaders who have overall responsibility for the leadership of an establishment and/or strategic initiatives at a local and/or national level. This includes head teachers, and to those working more widely in the education service who have a strategic role in improving Scottish education and Scottish society.

### **3 A Model for Professional Growth in Leadership Learning**

Research into professional learning suggests there are four key processes that support the professional growth of teachers: reflection on practice, experiential learning, social learning processes and cognitive development. The four aspects are essential and interdependent. Contexts for professional growth need to allow opportunities for all four forms of learning experience to be combined and sustained until new practice can be fully integrated in the form of professional action<sup>1</sup>.

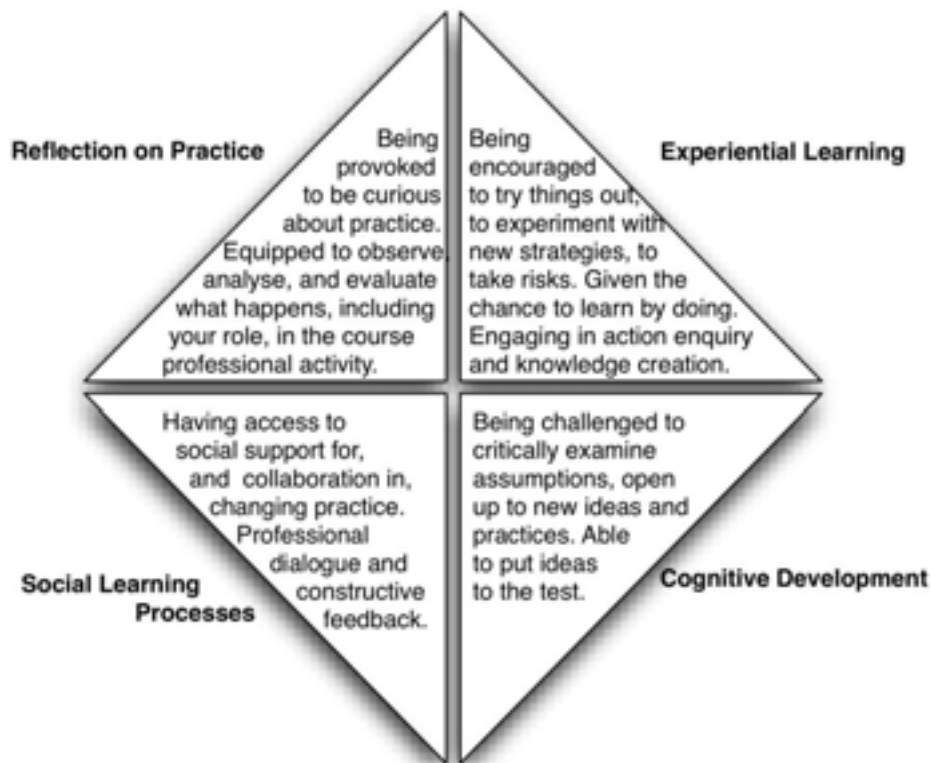
This section expands on this model of professional growth which for the purposes of this framework, focuses specifically on leadership learning. This model of professional learning should be applied across the entire leadership framework, in both formal and experiential learning opportunities.

Much of the professional learning outlined in this model will be self-directed learning, where individuals take responsibility for their own development. This is a process by which individuals take the initiative, in diagnosing their learning needs and aspirations, identifying learning goals and the associated resources for learning, participating in professional learning and professional enquiry and evaluating the outcomes of that learning. To accomplish this, professional learning has to be a key focus of the leadership and culture of the school and the wider organisation.

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<sup>1</sup> Joyce and Showers 2005 etc.

Professional growth of individuals in relation to their professional practice lies at the core of career-long professional learning. Opportunities for professional growth are strengthened through collaborative learning experiences with colleagues. Such opportunities bring about sustained change for learners.



#### 4 Context

##### **Public Service Reform**

The drive for strengthening educational leadership is a key element of improving leadership across all parts of the public sector. The context has been informed by the findings of the Christie Commission (2011), which called for increased collaboration on leadership and workforce development by the Scottish Government and its partners to be made “*a strategic priority*”. The profile and pace of the workforce development agenda has continued to escalate following the publication of the Scottish Government’s *Programme for Scotland*.

„We are ambitious for Scotland's public services even in these challenging times. In this Parliament, we will intensify efforts to realise the benefits of social partnership and closer collaborative working; we will accelerate our reforming agenda, speed up cycles of innovation and intensify our focus on value for money. Incremental improvements are no longer adequate; fundamental reform is unavoidable.“ [Chapter 8: *Better Public Services*]

For educational leaders to play their part in realising this ambition, particularly in support of the wider Children's Services agenda, skills of innovation and the management of change and risk require to be highly developed.

### ***Teaching Scotland's Future***

Teaching Scotland's Future (Scottish Government, January 2011) outlined key recommendations to reconceptualise the career long development of Scotland's teachers, including specific recommendations about the central and crucial place of leadership development. The success of many of the recommendations in Teaching Scotland's Future will depend on the quality of educational leadership in Scotland. This is reinforced in recent international research, such as the view outlined in the McKinsey report (2010) that „the overall performance of a school almost never exceeds the quality of its leadership and management“.

## **5 Standards for Leadership and Management**

The Framework for Educational Leadership is not a stand-alone resource; it is designed to be used in conjunction with the GTCS Standards for Leadership and Management to support individual self-evaluation and reflection as an integral part of leadership development. It is vital that engagement with this leadership framework by a leader is underpinned by effective Professional Review and Development (PRD) and Professional Update processes. Leaders and their reviewers can use the framework as a map against which to identify where they are in their professional learning, what their strengths might be, and in which areas they might require further support and development.

Each of the professional standards (Standards for Registration, Standard for Career Long Professional Learning and the Standards for Leadership and Management) include the same set of professional values for all teachers working in Scottish education.

The Standards for Leadership and Management details the Strategic Vision and Professional Values, Professional Knowledge and Understanding and Personal Qualities and Interpersonal Skills which are expected of leaders in our schools. In addition, they outline the Professional Actions of Middle Leaders and Head Teachers and provide illustrations of professional practice.

### ***The Key Purpose of Middle Leaders***

Middle leaders, within their areas of responsibility, lead and collaborate with team(s) to establish, enhance and ensure high quality learning experiences and outcomes for all learners. In line with the vision and values of the school,

and within the departmental and school improvement agendas, middle leaders:

- Develop a range of strategies for individual and collective self evaluation which contribute to the school's improvement;
- Develop coherent approaches to professional learning which build and sustain teachers' practice;
- Lead and work collaboratively to enhance teaching which leads to high quality pupil learning experiences;
- Build and sustain partnerships with pupils, parents and other stakeholders to ensure pupil learning needs are addressed;
- Manage allocated resources effectively to meet learning and development priorities.

### ***The Key Purpose of Head Teachers***

The head teacher acts as the leading professional in a school and as an officer of the local authority. Head teachers lead the whole school community in order to establish, sustain and enhance a culture of learning through which every child and young person is able to learn effectively and achieve their potential.

In line with the vision and values of the school, head teachers, supported by their staff:

- establish, sustain and enhance the culture of self-evaluation for school improvement;
- develop staff capability, capacity and leadership to support the culture of learning
- ensure consistent high quality learning and teaching for all pupils;
- build and sustain partnerships with pupils, families and relevant partners to meet the identified needs of all learners;
- manage and direct resources effectively in line with identified strategic priorities.

The Standards for Leadership and Management should be used as the starting point in the design of programmes:

- leading to the attainment of a professional award and/or academic programme leading to the Standard for Headship
- for aspiring or serving middle leaders by local authorities, universities and other providers of leadership CPD in Scotland.

## **6 The Framework for Educational Leadership**

The Framework for Educational Leadership is centred on the model of professional growth in leadership learning outlined in section 3. All users of the framework should ensure that they are familiar with this model, and use it

as the basis for professional development planning, both for themselves and for the leaders that they support.

## 6.1 Self-directed Learning

This section will help the individual and the organisation identify activities in line with the four key processes set out in the Model of Professional Growth in Leadership Learning. It will also be used as prompt for ongoing professional dialogue.

<b>Professional learning activity</b>	<b>How could this be developed?</b>
You seek effective and innovative ways to develop your role in line with the departmental / school / local authority improvement plan	<ul style="list-style-type: none"> <li>• Be responsible and accountable for a specific change project at departmental, school, local authority or national level, including the evaluation of impact</li> <li>• Adopt an action learning approach to your own remit, working collegiately and proactively with colleagues to lead change through problem solving</li> </ul>
You regularly self-evaluate against the Standards for Leadership and Management, leading to planned professional learning	<ul style="list-style-type: none"> <li>• On-line self evaluation tool, linked to the Standards</li> <li>• Professional dialogue</li> <li>• Participate in 360°feedback exercise</li> <li>• Ongoing cycle of Professional Review and Development</li> <li>• Actively participate in ongoing professional learning</li> <li>• Be proactive in professional learning communities</li> </ul>
You undertake a structured programme of reading, critically engaging with literature, research and policy to support development of knowledge, skills and understanding	<ul style="list-style-type: none"> <li>• Participate in self-directed reading and research related to specific aspects of remit and/or professional learning in order to support the development of your practice</li> <li>• Engage in professional dialogue with line manager and / or peers about specific aspects of research</li> <li>• Participate in network or action learning set with a focus on enquiry and research</li> <li>• Participate in formal learning programmes (short/coherent/award-bearing) with a focus on developing practice</li> <li>• Be proactive in your engagement with social media opportunities to develop wider understandings and networks</li> </ul>
You participate in formal leadership development	<p>These could include:</p> <ul style="list-style-type: none"> <li>• School based programmes</li> <li>• Local authority programmes</li> </ul>

programmes, with a view to the continued development of leadership practice	<ul style="list-style-type: none"> <li>• National programmes supported by universities and national bodies</li> <li>• International programmes</li> </ul>
You keep up to date with the local and national educational context and legislative framework	<ul style="list-style-type: none"> <li>• Local policy and strategy documents</li> <li>• Local improvement priorities</li> <li>• National websites</li> <li>• National legislation</li> <li>• National research publications</li> </ul>
You engage in, and benefit from, mentoring and coaching opportunities	<ul style="list-style-type: none"> <li>• Secure support from a more experienced leader acting as a mentor or a coach</li> <li>• Co-mentor to offer opportunities for support and reflection</li> <li>• Undertake CPD in coaching and mentoring and coaching skills</li> <li>• Shadow a colleague in a similar or promoted post</li> </ul>
You take an active part in the development of other leaders	<ul style="list-style-type: none"> <li>• Facilitate opportunities to share learning and knowledge with other colleagues</li> <li>• Design leadership programmes which focus on this model of learning, linked to the relevant aspects of the Standards for Leadership and Management</li> <li>• Engage in the delivery and development of Initial Teacher Education</li> </ul>
You engage in dialogue and activity with wider partnerships who deliver services for children	<ul style="list-style-type: none"> <li>• Participate in networking or action learning set with a focus on partnership working</li> <li>• Engage in CPD opportunities related to multi-agency working</li> </ul>

## 6.2 Professional Learning Activities for Leadership Development at School and Learning Community Level

This section will help the individual and the organisation identify further activities in line with the four key processes set out in the Model of Professional Growth in Leadership Learning. It will also be used as a prompt for ongoing professional dialogue. School and learning community leaders with responsibility for leadership development should use this section of the framework in conjunction with the Standards for Leadership and Management to plan coherent leadership development programmes.

<b>Professional learning activity</b>	<b>How could this be developed?</b>
Leading change and improvement	<ul style="list-style-type: none"> <li>• Be responsible and accountable for a specific change project at departmental, school, local authority or national level, including the evaluation of impact</li> <li>• Adopt an action learning approach, working collegiately and proactively with colleagues to lead change</li> </ul>
Leading a team	<ul style="list-style-type: none"> <li>• Be responsible and accountable for a team, including the evaluation of impact, and working towards ensuring improvement in the quality of learning</li> <li>• Be responsible for the leadership development of others, including the design and delivery of learning programmes</li> </ul>
Participation in, or leading collaborative learning processes	<ul style="list-style-type: none"> <li>• Model active participation in lifelong learning</li> <li>• Learning rounds</li> <li>• Action learning sets</li> <li>• Professional learning communities</li> <li>• School based leadership development programmes</li> <li>• Interprofessional leadership networking</li> <li>• Work in partnership at school, local authority and university level</li> </ul>

### **6.3 Professional Learning Activities for Leadership Development at Local Authority Level**

This section will help the individual and the organisation identify further activities in line with the four key processes set out in the Model of Professional Growth in Leadership Learning. It will also be used as a prompt for ongoing professional dialogue. School, learning community leaders and local authority officers with responsibility for leadership development should use this section of the framework, in conjunction with the Standards for Leadership and Management to plan coherent leadership development programmes.

<b>Professional learning activity</b>	<b>How could this be developed?</b>
Participation in local authority initiatives and developments	<ul style="list-style-type: none"> <li>• Participate in planned CPD opportunities, and trial new ideas as a result of this participation, in order to move the development agenda forward</li> <li>• Contribute to the development and delivery of CPD opportunities</li> <li>• Engagement in leadership networking activities</li> <li>• Visits to other schools and learning communities to explore and share interesting practice</li> <li>• Attendance at seminars on leadership skills in public, private and third sectors</li> <li>• Seek out leading edge research to support role and stimulate interest and action</li> </ul>
Local authority / university partnership	<ul style="list-style-type: none"> <li>• Participate in planned leadership opportunities, and as a result, take forward initiatives and lead innovation</li> <li>• Undertake research in practice based developments</li> </ul>
Leading a strategic change initiative, including developments in the curriculum	<ul style="list-style-type: none"> <li>• Take responsibility for a specific change initiative at departmental, school, local authority or national level, including the evaluation of impact</li> <li>• Adopt an action learning approach to your own role, working collegiately with colleagues to lead change</li> </ul>
Opportunities for 360° feedback	<ul style="list-style-type: none"> <li>• Arrange and/or participate opportunities for all leaders to engage in, and act upon, 360° feedback</li> </ul>
Networks – at all leadership levels - to support practice	<ul style="list-style-type: none"> <li>• Lead and participate in subject specific curriculum networks</li> <li>• Self-facilitating, participation and leading appropriate networking opportunities</li> </ul>
Participation in local authority programmes of management and organisational skills	<ul style="list-style-type: none"> <li>• Models for conflict resolution</li> <li>• Project management</li> <li>• Human resource management</li> <li>• Health and Safety</li> <li>• Procurement</li> <li>• Managing in a political environment</li> <li>• Legislative frameworks</li> <li>• Inspection and audit processes</li> <li>• Analysis of data</li> <li>• Financial Management</li> </ul>
Formal leadership development programmes (award bearing / non-award bearing), including Masters and Doctoral level study	<ul style="list-style-type: none"> <li>• Cluster / local authority level leadership development programmes</li> <li>• Middle leadership programmes</li> <li>• Preparation for headship – FRH, SQH</li> <li>• Induction programmes</li> <li>• Programmes for experienced leaders</li> </ul>



## 6.4 Professional Learning Activities for Leadership Development at National Level

This section will help the individual and the organisation identify further activities in line with the four key processes set out in the Model of Professional Growth in Leadership Learning. It will also be used as a prompt for ongoing professional dialogue. School, learning community leaders, national bodies and university providers with responsibility for leadership development should use this section of the framework in conjunction with the Standards for Leadership and Management to plan coherent leadership development programmes.

Professional learning activity	How could this be developed?
Engagement in national policy questions and participation in national initiatives and developments	<ul style="list-style-type: none"> <li>• Seek to participate in national policy development and debate by engaging in CPD opportunities delivered by Education Scotland, General Teaching Council Scotland, professional associations and commercial providers</li> <li>• Actively contribute to the development of such opportunities</li> <li>• Engage in national and international leadership networking activities</li> <li>• Access leading edge national and international research, with a view to the continued development of professional practice</li> <li>• Visits to other local authorities and learning communities to explore good practice in projects being undertaken</li> <li>• Attendance at national seminars and conferences in public, private and third sectors</li> <li>• Engage in the delivery and development of Initial Teacher Education</li> <li>• Assume HMIE Associate Assessor role with Education Scotland</li> <li>• Assume leadership development support role, e.g. SQH / FRH coach, mentor, field assessor</li> <li>• Use knowledge and experience from formal leadership learning to influence policy at local and national level</li> </ul>
Opportunities outwith education	<ul style="list-style-type: none"> <li>• Secondments in enterprise, industry or other public sector body</li> <li>• Visits to organisations in other sectors to aid understanding of different approaches to leadership</li> <li>• Mentoring / coaching links with senior leaders in enterprise, industry and public sectors</li> <li>• Engage in emerging practice in international education development</li> <li>• Joint working across partnerships to deliver the Children's Services agenda</li> </ul>

## **Annex D: OUTLINE MODEL FOR EFFECTIVE CAREER-LONG PROFESSIONAL LEARNING**

### **The Outline Model for Effective Career-long Professional Learning**

The model of career-long professional learning aims to further develop and sustain a highly competent, committed workforce of enquiring professionals who focus on the best possible outcomes for children and young people. The model recognises that teacher education is a continuous process from the point that student teachers begin the early phase of qualification to the end of their careers. It also recognises that professional learning is dependent on a range of interlinked factors and processes. Working together these factors and processes provide a framework for effective professional learning.

The outline model for effective career-long professional learning includes

- Teachers continuously analysing children and young people's learning needs to identify their professional learning needs;
- Ensuring that teachers engage critically with new and emerging ideas about learning and teaching and about the context in which learning takes place;
- Providing a means through which teachers can enhance their knowledge, understanding and skills in relation to individual, local and national priorities;
- Providing forums in which teachers can explore and challenge their educational beliefs and consider how they impact on their teaching;
- Teachers engaging with and contributing to the development and implementation of national, local authority and school policy;
- Motivating teachers to sustain career-long effectiveness;
- Enhancing job satisfaction;
- Teachers modelling lifelong learning for children and young people;
- Enhancing the teaching profession as a whole.

Teachers as enquiring practitioners are at the centre of the outline model for effective career-long professional learning. Enquiring practitioners are committed to ongoing self-evaluation of their teaching practice in relation to improving the learning outcomes of the children and young people they work with and in relation to school improvement. Self-evaluation encompasses analysis of the children and young people's work, self-reflection, challenge and assessment of the impact of teaching on learning outcomes and decisions about next steps for improvement according to learners' needs. The enquiring professional is supported in these processes of professional learning through mentoring relationships. The mentoring system embedded in the outline model for effective career-long professional learning is the 'engine' facilitating learning, professional enquiry, self-evaluation, Professional

Review and Development and Professional Update. This system makes reference to the evidence of impact of professional practice, priority areas where learning and teaching needs to be improved at national, local authority and school levels and ongoing use of the Professional Standards.

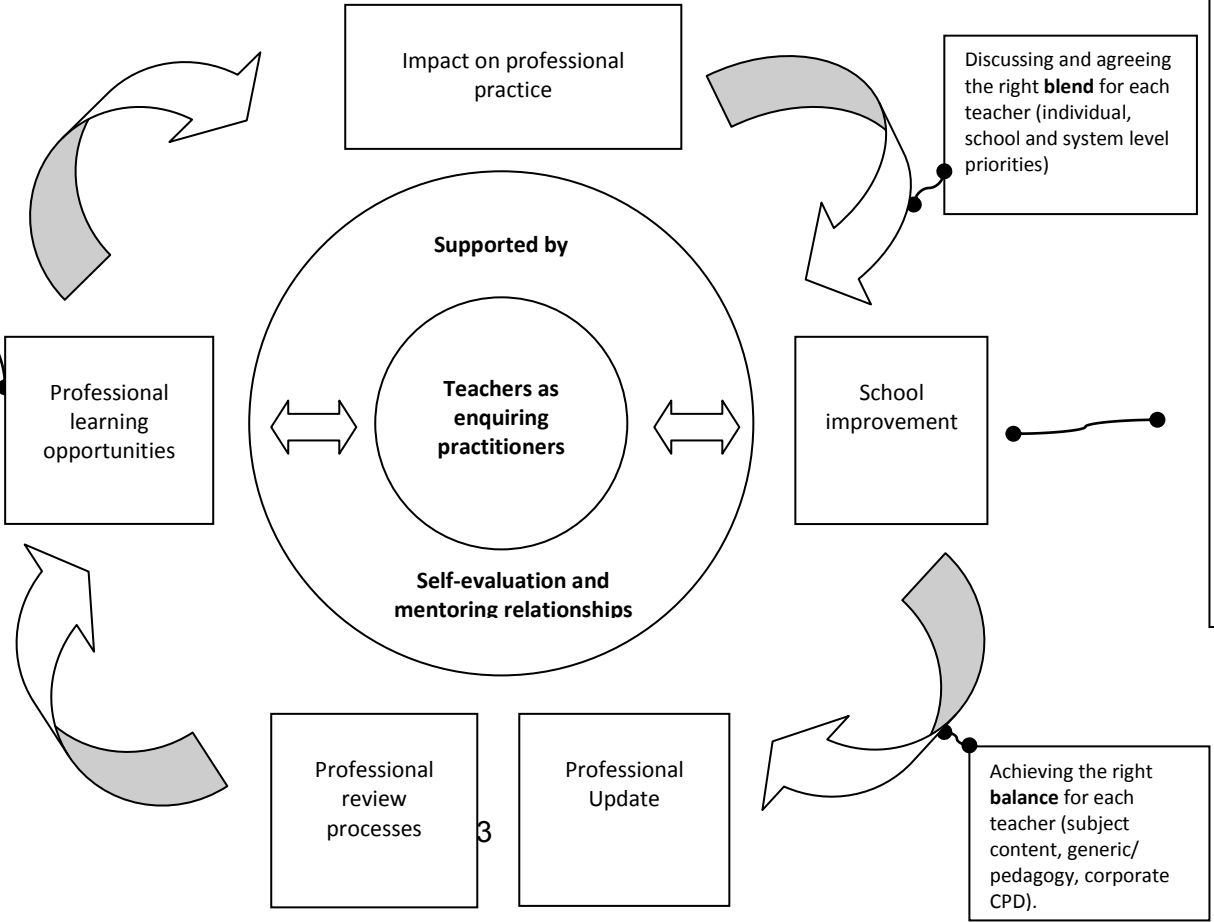
The outline model for effective career-long professional learning involves partnerships in learning and teaching to ensure that enquiring practitioners are enabled to take responsibility for their own learning in a stimulating and collaborative learning environment. Through discussion and reflection with peers, mentors and leadership teams, enquiring practitioners are able to establish clear objectives and personal action plans and identify the right blend of professional learning opportunities to undertake according to their own individual needs, as well as school, local authority and national priorities. The right blend of professional learning concerns achieving an appropriate balance of opportunities for each practitioner (subject content, generic/ pedagogy/organisational). The blend of professional learning recorded in an enquiring practitioner's portfolio of career-long professional learning will increasingly include learning that is accredited at masters level.

Working in partnership across learning communities and sectors offers opportunities to build professional networks and to call on expertise from within and out with the immediate context to facilitate learning, challenge established thinking and offer fresh perspectives on improving learning and practice. The model includes opportunities for professional learning that are based on evidence, including research, of approaches to learning and teaching that are likely to improve outcomes. The model includes opportunities for both face-to-face collaborative learning in school and local clusters and online learning communities locally, nationally and internationally. Creating an environment to support professional learning has strong links to the leadership development framework.

## Outline model for effective career-long professional learning

Improving learners' progress, achievement and life chances

- Professional learning opportunities that:**
- Increasingly accredited and offered at Masters level.
  - Are clear about aims, in particular the intended outcomes for learners.
  - Address the needs of specific groups of educators and are clear about what participants will actively do as a result of the professional development activity.
  - Include professionals learning from, and with, their peers, with high quality and relevant input from external experts/specialists (where appropriate).
  - Evaluate success based on change in professional practice and, ultimately, impact on learners, not solely evaluation of the activity itself.
  - Are mainly 'practice-based' and sustained, while making use of external capacity and sources of professional learning.
  - Are based upon evidence, including research, of approaches to learning and teaching that are likely to improve outcomes.



- Self-evaluation is informed by:**
- Evidence of learners' needs
  - Reference to the Ongoing use of professional Standards, generating priorities for personal professional development.
  - Reference to priority areas where learning and teaching need to improve at national, local authority and school levels.
  - Reference to the Educational Leadership Framework
  - Evidence of impact on professional practice **and** on learners informs ongoing self-evaluation
  - Feedback from colleagues

# **ANNEX E: EDUCATION SCOTLAND REPORT - EXAMPLES OF POSITIVE PROGRESS WITH THE IMPLEMENTATION OF TEACHING SCOTLAND'S FUTURE**

## **Examples of positive progress with the implementation of *Teaching Scotland's Future***

**Education Scotland  
July 2012**

Following the publication of *Teaching Scotland's Future (TSF)* (January 2011) and *Continuing to build excellence in teaching* (March 2011) colleagues across the teaching profession in Scotland have been working together to take forward the recommendations, building on current strengths. This paper provides examples of positive progress and is intended to complement the work of the National Partnership Group (NPG) and sub-groups. The latter submitted their reports to the NPG in June 2012.

This report provides examples of positive progress with implementation at university, school and local authority level. The evidence base is drawn from:

- visits to university faculties of education by link inspectors between August 2011 and June 2012. There have been at least 3 visits to each institution;
- inspections carried out in primary schools (including those with a nursery class) and secondary schools between August 2011 and June 2012;
- discussions between district inspectors and local authority officers.

This report is not an exhaustive account of all the progress to date in taking forward TSF. It provides examples of ways in which TSF themes and recommendations are moving forward, based on the range of activities outlined above. Next steps and recommendations for continued implementation will form part of the overall NPG report and the Government's response. As such, no further recommendations are included in this paper.

### Examples of positive progress at university level

Schools of Education within universities offering initial teacher education have embraced TSF and the associated themes. Many of the schools/ departments have set up groups to consider the way forward with TSF themes and informed wider university departments of the implications of the report. They are progressing well with the re-design of primary teaching undergraduate degrees, where appropriate. All of the universities are reviewing their current courses. Many are planning to launch new programmes, available from 2013/14 onwards, or earlier in at least one case. The programmes include a broader academic base (particularly in years one and two) and take account of a range of TSF recommendations. In almost all universities, the programmes include a range of new degrees at bachelor and master of arts level to replace the traditional B.Ed (Primary). There is a greater focus on joint-working with students across the 3-18 age range and more multi-agency working with those completing professional qualifications in, for example, children's services. Postgraduate initial teacher education programmes are being revised to

include credits at masters degree level (SCQF level 11). This provides a very good start for beginning teachers to continue to work towards masters level qualifications across the career-long learning phase of teacher education. There is a strong emphasis on skills in professional enquiry within all undergraduate programmes. This provides a sound basis for new teachers to continue to use these skills within their own professional learning and through their contributions to school and system level improvements. A few universities are actively maintaining contact for students within the induction year, as we move to reconceptualise ITE and induction as the early phase of teacher education. One university is now entering its third year of this form of contact and is promoting continuity of early professional learning through ongoing access to educational literature, university staff and professional learning opportunities. HM Inspectors are working with university staff to support improvements to the consistency and quality of the overall student teacher learning experience.

Partnerships within the early phase are improving. Universities are seeking innovative and creative ways of building partnerships. One university has made a series of joint appointments, seconding teachers on a part-time basis from local authorities as partners to support initial teacher education and engage in a community of enquiry, based around the implementation of Curriculum for Excellence. Two universities are collaborating with a local authority to develop the hub-school model. They are now extending this from an initial pilot to projects involving a number of primary and secondary schools. This new approach to developing theory through practice will be formally and independently evaluated over the summer of 2012 by Oxford University. Many of the teachers who have been involved are very positive about the quality of the professional learning they have led within their 'hub school'. Other examples of staff from schools and universities working together closely include a number of professional enquiry approaches to enhance the quality and impact of school improvement projects. In these examples, university lecturers are supporting and challenging teachers over a full year, as they implement priorities outlined in their school improvement plan.

Universities are reviewing their range of taught masters programmes. New modules in teacher education are beginning to emerge, as well as more subject-specific options. The challenge for universities now is to create a greater range of options for the accreditation of practice-based teacher professional learning, whilst retaining current standards of academic excellence. Current approaches to accreditation of prior learning need to be revised to include options for accrediting current and ongoing learning, building on the success of pilot projects where university staff and teachers are working together on year long professional enquiry linked to school improvement, supported by the General Teaching Council for Scotland (GTCS).

#### Examples of positive progress at school level

In almost all primary and secondary schools visited, inspectors found that staff are reflective practitioners committed to improving their skills. Almost all mentioned CPD as having a positive impact on children's experiences. Less evidence is available about the impact of CPD on children's progress and achievements, particularly in the medium and long terms. Education Scotland will provide support in this area over school session 2012/13. There is an increasing awareness among school staff of the

importance of a wide range of professional learning. There continues to be increasing examples of collegiate working such as professional networks, teacher learning communities and cluster groups, particularly in relation to assessment and moderation. Clearer links are emerging between individual teacher CPD and school improvement priorities in most schools. Individual teachers are often most positive when they feel that they have the right balance of individual, school and system level priorities for CPD. Getting the right blend and balance of professional learning for each individual teacher is something that we need to continue to raise awareness of and engage in professional dialogue around. Most schools recognise that leadership at all levels is intrinsically linked to effective school improvement and to building the capacity of staff. Contributions to leadership for learning are evident from the outset of a teacher's career. For example, there are a significant number of examples of probationary teachers leading an aspect of the life and work of the school or community. Student and probationer teachers receive good support during placements in school and through mentoring within their induction year. A significant number of schools and mentors would like access to better quality training and support for mentoring, including opportunities for refresher training. In several local authorities, new teachers are making use of their skills in professional enquiry to undertake practice-based research as part of their induction year programme. Schools, local authorities and universities need to continue to work together to realise the potential of the new 'early phase' of teacher education which should continue to improve continuity of learning for beginning teachers. The effectiveness of PRD remains mixed and there continues to be a need to improve the consistency and quality of the implementation of PRD policies in practice. There is an increasing number of positive examples of use of the relevant professional standard as part of teacher self-evaluation in preparation for PRD reviews.

Within the secondary sector, there is a good level of awareness amongst headteachers of the implications of TSF. There is increasing evidence of high-quality practice-based professional learning, led within and across schools, as opposed to an overreliance on external courses. This includes teachers sharing effective practice and approaches to learning, teaching and raising attainment. A significant number of schools within the sample had a high-quality programme of internal CPD which offered a range of different methods and approaches. Staff are working together across departments, particularly in developing aspects of assessment, and are increasingly refreshing their knowledge and skills through involvement in teacher learning communities. A few secondary NQTs expressed the view that they would benefit from more subject-specific CPD opportunities.

Most establishments within the sample of primary schools pointed to the positive impact of changes to CPD. Increasingly, there is less use of traditional 'courses' and increased peer-led and collaborative approaches. In other innovative examples, teachers gathered a range of evidence to support self-evaluation, including an analysis of children's work to look for trends and patterns on the impact of teaching on learning. There is an increased understanding of leadership for learning at all levels, particularly in the development of the curriculum. Evidence from student and probationary teachers in primary schools was very positive overall. Most beginning teachers within the sample benefited from high-levels of support during school-based aspects of their teacher education. Probationer teachers are very familiar with the content of the Standard for Full Registration and how this relates to their

development within the induction year. This helps them to focus on specific teaching skills and competences to improve further.

Overall, progress is being made across primary and secondary schools and there is clear evidence that key recommendations from TSF are becoming higher priorities as part of school improvement. Two areas where progress is apparent are the shared understanding of what is considered as CPD, including increased use of online forms of CPD, and improvements to leadership for learning at all levels. However, this is not consistent across all schools and there is an ongoing need to improve communication and levels of awareness amongst teachers of the implications of TSF and other related national developments.

#### Examples of positive progress at local authority level

Overall, education authorities (EAs) have been making progress in reviewing and improving aspects of the teacher education continuum in response to TSF. EAs have been involved in raising awareness of TSF and its implications for schools. All EAs have held discussions with headteachers and senior officers at meetings and events. This ranges from basic awareness-raising to detailed discussions about the action needed at school and education authority level, as well as discussing the work of the NPG and sub-groups. Most EAs now have a better understanding of the role of the NPG and the need to take action and not wait for the outcomes of this partnership work before moving forward with improvements to teacher education. A few EAs are engaging in new, highly innovative practice as a result of TSF recommendations. This includes taking forward the 'hub schools' model, making joint appointments with universities, appointing teacher education coordinators and through the development of teachers' skills in professional enquiry.

Most of the EAs have allocated an officer to take a lead role in supporting implementation. This is often part of a wide ranging remit. Some of the education authorities have set up TSF-related steering groups. In many cases these include partners such as local universities. Almost all EAs have identified TSF themes and/or recommendations within their service improvement plans for next year or the next planning cycle. This includes further improvements to the suite of leadership opportunities for teachers, further improvements to PRD and career-long professional learning. It is encouraging to note that TSF themes feature in almost all of the EA service improvement plans. Implementation of these improvement plans should help to ensure longer term momentum with the implementation and embedding of key improvements to the continuum of teacher education.

Most EAs are reviewing and improving the content of their induction year programmes, to build more effectively on the content of ITE courses. They recognise that the early phase needs to be planned as one overall experience and are in discussions with universities and schools to enable this to happen. A few EAs already have plans in place as to how they will make changes to how they allocate student teachers to schools in future. This includes use of performance data and the results of quality improvement visits to help determine which schools receive students. The aim is to improve the consistency of the quality of student placements. There are examples of support for probationers on the flexible route improving. For example, one EA have seconded a chartered teacher to support flexible route probationers and help to tailor CPD to meet the needs of this group.



One EA has set up a network for teachers in years 1-5 of their careers, taking account of the need to continue to mentor and support teachers in the early years of their career, as recognised in the report. Others buddy teachers in year 2 of their careers with probationers to provide another level of support and to enable the sharing of practice.

Most EAs are reviewing approaches to CPD. Many are doing this as a direct result of the report and other developments, such as changes to budgets and reduced resources at the centre. Improvements include increasing opportunities for collaborative networks, more teacher-led practice-based learning and less emphasis on one-off courses led by central staff. A number of the EAs are exploring how to significantly improve online CPD and report greater use of Glow as part of teacher CPD. A number of authorities carry out an audit of staff knowledge and skills, in order to identify individual members of staff who can lead aspects of CPD. Almost all of the EAs who responded are either reviewing approaches to PRD or introducing changes to their current model. In most cases this includes more direct use of the professional standards to inform self-evaluation for PRD. A few EAs are beginning to link PRD themes with priorities for CPD support provided by officers. One EA conducts thematic reviews of CPD which look at impact and the link between improvement planning, PRD and CPD. A few authorities are developing or have launched an online profile for all teachers. This enables teachers to record and monitor the range of CPD that they are engaged in and the intended impact. Ongoing national partnership working should enable the development of a single profile of career-long learning for teachers, as recommended in TSF. A number of EAs work very well with universities to offer opportunities for teachers to develop skills in professional enquiry.

All EAs provide mentoring for teachers in their induction year. Most report mentoring or coaching programmes are in place for new headteachers. Some recognise that the quality of this is variable. Most EAs are developing a range of different strategies to build capacity in mentoring, with a particular focus on teachers at key stages within their careers, for example those undertaking CPD on educational leadership. The range of strategies education authorities are using includes developing online forums such as a Glow group for mentors. Other EAs plan to build capacity of current mentors to be lead practitioners and train other staff within their own school in mentoring skills and approaches. One EA is providing mentoring and coaching training for all headteachers as a first step. A few authorities have identified the need to revisit training in mentoring and build capacity across their teaching workforce. EAs report that some schools have established their own mentoring programmes, to support school improvement and teachers at different stages of their careers. A few authorities are developing detailed plans to provide peer mentoring at all levels within their education service. In one local authority full-release mentors make a very positive impact on new teachers' professional learning and provide a consistently high-quality of support to all new teachers in the area. A few EAs have no plans to roll out mentoring beyond the induction year at present.

Most education authorities are reviewing and/or improving the suite of leadership development that they offer. A number are developing new programmes, in partnership with others, to ensure continuity and progression for teachers. Some authorities are developing approaches to peer support and challenge for school

leaders, through, for example, 'QI circles' or acting as peer assessors in school reviews. A few authorities are establishing leadership strategy groups, to refresh approaches to leadership development and take account of the recommendations in the report. One EA is developing accredited leadership development programmes, in partnership with a university, targeted at key groups such as faculty heads. A few EAs have started to refresh programmes of CPD for experienced headteachers.

## **ANNEX F: MEMBERSHIP OF NATIONAL PARTNERSHIP GROUP AND SUB-GROUPS**

The Co-Chairs of the National Partnership Group would like to thank the members of the NPG and its three sub-groups for their time, support and challenge in the production of this document. They would particularly like to express their gratitude to the chairs of the three sub-groups. They would also like to acknowledge the contributions of Margaret Alcorn (Education Scotland), Christine Forde (University of Glasgow), Morag Redford (University of Stirling) and Bruce Robertson (ADES). They would also like to thank the members of the NPG Strategic Reference Group for their input into this process.

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Rachel Sunderland	Head of People and Leadership Unit, Learning Directorate	Scottish Government	Co-Chair
Professor Yolande Muschamp	Dean of the School of Education, Social Work and Community Education, University of Dundee	STEC	Member and chair of sub-group 1
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### Sub-Group 1 – Early Phase of Teacher Education

Name	Job Title	Organisation	Role
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### **Sub-Group 3 – Professional Learning for Leadership**

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