

CONTINUING TO BUILD EXCELLENCE IN TEACHING

**THE SCOTTISH GOVERNMENT'S RESPONSE TO *TEACHING
SCOTLAND'S FUTURE***

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Summary of key points

- The Scottish Government accepts the challenge laid down in *Teaching Scotland's Future* and believes that we now need a collective effort to put excellence in teaching at the heart of Scottish education. We therefore accept (either in full, in principle or in part) each of the recommendations in the report (as set out in detail in Annex A of this document).
- The effort needed must be genuinely collective – the implications are far-reaching and change cannot happen overnight. All of those involved in the delivery of school education (in local authorities and schools themselves), in the provision of aspects of teacher education and professional learning (in universities and other organisations) and in supporting those at a national level need to be fully engaged.
- The Scottish Government will therefore bring together all of the partners involved, in local authorities, universities and relevant national bodies, in a **National Partnership Group for Teaching Scotland's Future**, with a clear remit to establish the new and strengthened partnership working to support delivery of effective teacher education and professional development in every school in Scotland.
- We will set up the group immediately and, given the scope of the work it will need to address, will require it, as its first action, to report back by the end of the summer with a clear plan and timescales for its work. In order to embed the partnership approach that we need, we will ask the Association of Directors of Education in Scotland (ADES) and the Scottish Teacher Education Committee (STEC) to co-chair the group, alongside the Scottish Government. A proposed remit for the group is set out in Annex B.
- We propose that the group delegate aspects of its work to focused and time-limited working groups, which will report to the National Partnership Group. The first of these will develop, as guidance to the system, current and future areas of priority in relation to areas of the curriculum or other aspects of learning and teaching to be addressed at different stages in teachers' education and development. The second will develop the coherent pathway for educational leadership suggested in the report.
- Alongside this partnership-based approach there are areas where *Teaching Scotland's Future* points to actions that we can take now to improve the system. This includes ensuring that the work of the new quality improvement agency takes account of the directions set out in the report. We will also immediately build on the existing high standards in the teaching workforce by taking forward work to ensure that the selection of entrants to the teaching profession is robust and takes the right factors into account, including making certain that new entrants either have, or develop, an appropriate standard of literacy and numeracy.

INTRODUCTION FROM THE CABINET SECRETARY FOR EDUCATION AND LIFELONG LEARNING

The positive response to *Teaching Scotland's Future*, within Scotland and further afield, is a testament to the comprehensive approach which Graham Donaldson and his team brought to their task. The review constructed a thorough evidence base, involved close engagement with stakeholders and an eye to the realities of delivery. Above all it kept a keen focus on the ultimate aim – to ensure that excellent teaching enables the highest possible educational achievement for all our children and young people.

The end result is a detailed report containing fifty recommendations that, collectively, imply a step-change in how the Scottish Government and all those involved in education support the development of teachers and how that enables excellence in education. The Scottish Government has no hesitation in accepting that overall challenge and will work with our partners to realise the ambitious agenda Graham Donaldson has set out.

That will mean a sustained effort towards longer-term objectives, which we need to start now, in many cases through detailed consideration and planning with a range of interested parties. To underpin that work, *Teaching Scotland's Future* includes recommendations that help us to set the overall direction that we must take. However it also includes recommendations that involve steps that we can and must take immediately.

For the purposes of this response those recommendations have been organised into six groups, each relating to a specific theme:

1. Setting the policy and strategic direction for teacher education in Scotland.
2. Improving delivery through improved partnership working across teacher education.
3. Getting the right people into teaching through improved selection.
4. The best start: improving our world-class approach to the early phase of teacher education.
5. Supporting a culture of career-long professional learning.
6. Supporting the development of the best leadership in Scottish education.

Under each of these sections we have set out our broad approach and the key actions that we believe need to happen in the short or long term.

The agenda we have set out here will require sustained and significant effort from all those involved. However, the imperative is clear. Quite simply we cannot afford not to grasp the opportunities set out in *Teaching Scotland's Future* to provide the best context within which our teachers can learn and develop, and deploy their enhanced skills to achieve even higher standards of learning. The current and future generations of Scottish children would expect nothing less.

MICHAEL RUSSELL
Cabinet Secretary for Education and Lifelong Learning

SECTION 1: SETTING THE POLICY AND STRATEGIC DIRECTION FOR TEACHER EDUCATION IN SCOTLAND

Addressing the territory covered by the following recommendations from Teaching Scotland's Future: 1, 2, 3, 35 (along with 26 and 36), 38 and 43.

Teaching Scotland's Future sets out a clear focus, based on extensive evidence, that the largest single influence on children's educational achievement within schools is the quality of the teaching that they experience.

The Scottish Government accepts, as set out in the report, that within our educational policy we need to give the highest priority to further strengthening the quality of our teachers and educational leadership (recommendation 1). All of those involved in the development and implementation of educational policy need to examine their actions against one key test: does this action or policy support the development of the highest standards of teaching and, through that, improved educational outcomes for children?

The vision of 21st century teacher professionalism that underpins the report (recommendation 2) is also widely shared and one that the Scottish Government endorses. We will continue, therefore, to support and develop those concepts wherever possible. It also makes clear sense, given the financial climate that all public services currently face, to maximise the impact of all phases of teacher education. For that reason, as well as many others, we also fully accept the recommendation that we need to see teacher education as a continuum, with the closer partnership working that will involve (recommendation 3).

Those high level directions are important but we must see those carried into detailed policy development and implementation. In part that is a clear responsibility for Scottish Government and we will ensure that consideration of teacher education is strategically included in any new national developments in education, including through the work of the new agency for quality improvement (recommendation 38).

The report also highlights the need for national strategies to prioritise areas of the curriculum where we know we need to improve standards (recommendation 43). The Scottish Government has recognised the need for this, with a clear focus on action, for example through the on-going implementation of our national action plan on literacy, our science action plan and the targeted national support we have provided for assessment within Curriculum for Excellence.

We need to build further on those examples and will work with our partners to identify current and future areas of priority in teacher education and development, as guidance to the system. This might be in relation to areas of the curriculum (such as science and languages) and connections between them, important cross-cutting themes across the curriculum (such as global citizenship, enterprise and creativity) or other aspects of learning and teaching (such as assessment, inclusion and the promotion of health and well-being across the life of a school).

Local authorities, which have many of the responsibilities for teachers' on-going professional development, also need to consider carefully the implications for them of a renewed focus on teacher education as a key to quality improvement.

The report recognises the strategic role of the General Teaching Council Scotland (GTCS). Our overall approach to teacher education in Scotland benefits from being anchored in well-respected professional standards. We therefore endorse the suggestion that the GTCS takes the opportunity to undertake an overall review of the framework of the standards, ensuring coherence around the models of teacher professionalism set out in the report (recommendation 35). This should also be the route for taking forward work that the Scottish Government has already asked the GTCS to consider on embedding leadership across the professional standards.

As part of that work, the GTCS should carefully consider the recommendation that a 'Standard for Active Registration' be developed (recommendation 36). While not wedded to that specific concept, the Scottish Government is convinced that more needs to be done to ensure that all teachers use standards to reflect on their development throughout their careers.

That coherent framework across a teacher's career will need coherent systems to support them. We are therefore also convinced by the recommendation that, in order to facilitate the effective management of professional development, we build on current systems to put in place a joined-up online process that can integrate planning and progress in teacher education across careers (recommendation 26).

Although the remit of the review led by Graham Donaldson was focused on the development of the teaching workforce, we recognise the need for joined-up approaches across all those professional groups that work with children, young people and their families.

This cross-professional focus has been a central feature of Scottish Government policy aimed at giving our children the best start in life, as set out in the Getting It Right For Every Child and early years frameworks, and policies aiming to ensure that young people move on to sustained, positive destinations. Broader perspectives are also necessary as effective engagement with parents becomes ever more crucial if all children are to get maximum benefit from Curriculum for Excellence.

As we build on the work of the review, therefore, the Scottish Government will ensure that wider thinking on professional development for the broader workforce for children and young people informs our next steps. That will include recognising the potential influence of, as well as the implications for, other teaching models and approaches in existence across the wider education community in Scotland. The Scottish Government will ensure that professional development within and for the wider learning and teaching workforce, as well as others working with children, young people and families, is explored.

Key actions:

- The Scottish Government will embed a coherent and consistent focus on teacher quality at the heart of its educational policy making. We will encourage and support other organisations to do the same.

- The Scottish Government will invite the GTCS to take up the challenge set out in *Teaching Scotland's Future* to undertake a fundamental review of the professional standards, ensuring consistency and coherence and clearly addressing the issue of making the standards relevant throughout a teacher's career, building on the current Standard for Full Registration. We would welcome the view of the GTCS on ways forward by the end of May 2011.
- The Scottish Government will open discussions with the GTCS, Learning and Teaching Scotland (as it moves into the new quality improvement agency) and other partners to ensure that, as part of the next iteration of Glow, we are able to offer to all teachers and students an online system that can support them to manage their professional development throughout their education and career, with a view to developing a more coherent approach by autumn 2012.

SECTION 2: IMPROVING DELIVERY THROUGH IMPROVED PARTNERSHIP WORKING ACROSS TEACHER EDUCATION

Addressing the territory covered by the following recommendations from Teaching Scotland's Future: 10, 15, 16, 17, 19, 20, 21, 24, 25, 27, 28, 29 and 30.

Teaching Scotland's Future recognises that partnership between local authorities, schools, universities and national bodies is vital to ensure a smooth continuum of support throughout a teacher's career. It recommends that principles be agreed and that organisations take shared responsibility for areas of teacher education (recommendation 15). Key areas highlighted are an increased role for local authorities in initial teacher education and an increased role for universities in the induction year and early career development of a teacher (recommendation 25).

The Government welcomes this way forward and will work to facilitate these partnership arrangements. We will set up a *Teaching Scotland's Future* National Partnership Group to develop plans for the establishment of new and strengthened models of partnership (recommendations 10 and 15). The Government looks to ADES and STEC to take a leading role in this and welcomes the positive response made by both those organisations to the report.

Whilst these organisations will have a key role in defining how their new partnerships will work, there are aspects of discussions that will require input from national bodies, agencies and stakeholder groups, including some from the wider education community. The Government will ensure that the National Partnership Group includes other relevant organisations.

The report also looks to ensure that partnership working across Scotland is of a consistently high quality. This needs to be achieved through partners agreeing and setting clear progress measures and building reporting on these into their work. Progress against those measures then needs to be assessed by all those with an interest (recommendation 19).

There is general acceptance of the need expressed in the report to ensure the quality of early teachers' learning experiences within schools but concern has been expressed by a number of organisations about the suggestion that 'hub schools' with links to universities be created. While endorsing the aspiration behind this suggestion, there are practical issues regarding this and the Government will ask the National Partnership Group to develop a shared understanding of the hub school concept and consider how it might work.

It is vital that a shared understanding is developed of what students should expect to gain from school-based placements and who has responsibility for student learning. It is important that placements provide high quality experiences, both in the classroom and in the wider school community (recommendation 16). The report highlights that students should work with other professionals and gain experience of engaging with parents, involving them in their child's development as required (recommendation 21).

As set out in the report, mentoring is a key aspect of the development of new teachers. There are specific roles for universities, local authorities and national bodies in ensuring

we obtain the maximum value from the mentoring process (recommendations 27, 28 and 29). The Government will ask the National Partnership Group to look at how this could be taken forward.

The report makes a number of recommendations regarding the induction year and recommendation 30 touches upon the level of non-contact time during this period. The Government has set up a review to consider a range of issues relating to teacher employment and will receive its recommendations in summer 2011.

Key action:

- The Scottish Government will establish a National Partnership Group to build and sustain momentum on many of the areas for joint working across universities and local authorities identified in the report. While the Scottish Government will facilitate this group, we look to local authorities and universities to take up their responsibilities to play leading roles. We will establish this group immediately and, given the extensive remit for the group, will expect it, as its first action, to scope its work programme and establish a clear timescale for it, by the end of summer 2011.

SECTION 3: GETTING THE RIGHT PEOPLE INTO TEACHING THROUGH IMPROVED SELECTION

Addressing the territory covered by the following recommendations from Teaching Scotland's Future: 4, 5, and 6.

Teaching Scotland's Future recognises the difficulties faced in planning the teaching workforce but also the necessity of doing this. It also demonstrates that improved selection is vital to ensure that the right people enter the teaching profession, not simply the right numbers.

The Government accepts that the more current the information used to determine future student numbers, the more likely these numbers are to be accurate (recommendation 6). It will therefore work with universities and local authorities, through the existing workforce planning arrangements, to determine what additional information can be supplied and in what timescales. The Government would look to use this additional information in determining the student numbers it would recommend for the 2012-13 academic year.

Any changes to processes for selection of candidates (recommendation 4) for initial teacher education, including any move towards a national assessment centre, must recognise the autonomy of universities in selecting their students. However there is a strong wider public interest in ensuring that the highest quality candidates are attracted to, and selected for, entrance to the teaching workforce. The Scottish Government therefore will work with universities, employers and others to strengthen this process where possible.

Whilst it is possible to see potential savings to the universities if at least part of that selection process was carried out at a national level, it will be important to explore the implications of this for both students and institutions. Irrespective of whether selection is carried out at a national or institutional level the Government welcomes the recommendation that the rigor of the selection process be strengthened. Whilst many students are selected through an interview process, a significant number are not interviewed, with universities selecting on the basis of academic achievement. Although we, of course, expect our teachers to have good academic results, other qualities are equally important – for example good interpersonal skills, including the ability to engage with colleagues, pupils and their parents, mean that teachers can work effectively to build positive relationships and well-being.

The Government welcomes the proposals in *Teaching Scotland's Future* to build on the current high standards of literacy and numeracy in the teaching workforce and will move to ensure that all teachers in Scotland model the highest standards of literacy and numeracy (recommendation 5).

The Government recognises that further work is required to determine the standard that teachers should meet in both literacy and numeracy and what methods should be put in place to support the development of any who do not meet that standard. We have recently established a Literacy Commission and will engage their expert views on this matter. Work in this area will take account of the central focus of Curriculum for Excellence on the literacy and numeracy of our young people, including the changes that the Scottish Qualifications Authority (SQA) will making to National Qualifications to

support development and provide formal recognition of literacy skills. In time, students who have studied under Curriculum for Excellence will apply to study teacher education and it is expected that these pupils would have achieved, or be close to achieving, the necessary standards already.

Key actions:

- By the end of 2011 the Scottish Government will have worked with its partners through the existing workforce planning arrangements to consider and put in place any further improvements that can be made.
- During 2011 the Scottish Government will explore with universities, the GTCS and other partners the potential for a national assessment centre or other means for ensuring that selection for entry to teaching becomes more rigorous and draws on a wider set of selection criteria.
- The Scottish Government will work with universities and other partners, including the Literacy Commission, to establish the standards of literacy and numeracy we expect teachers to demonstrate and develop means to assess and, where necessary, support students to improve during their initial teacher education. We will work with them to develop approaches in 2011-12, with a view to piloting them for the student intake in 2012.

SECTION 4: THE BEST START: IMPROVING OUR WORLD-CLASS APPROACH TO THE EARLY PHASE OF TEACHER EDUCATION

Addressing the territory covered by the following recommendations from Teaching Scotland's Future: 7, 9, 11, 12, 13, 14, 18, 22 and 32.

Teaching Scotland's Future looks at initial teacher education (ITE) and induction as one experience leading towards the standard for full registration. At present these are considered as two separate phases, the first being the responsibility of universities, the second the responsibility of local authorities. A number of recommendations that pertain to the early phase have therefore been covered in section 2, on partnership working. This section focuses on those recommendations that would require changes either to specific aspects of ITE and induction, or might lead to changes in how we think about these phases.

The report calls for the initial teacher education qualification to be given a broader academic base and to provide students with a better understanding both of their employment prospects in teaching and in other fields (recommendation 7). In relation to this it specifically recommends that the traditional BEd degree should be phased out and replaced with degrees combining in-depth academic study beyond education with professional studies (recommendation 11).

The Scottish Government accepts that direction of travel and will work with stakeholders, including the universities and GTCS, to work through the implications of this proposal, with a view to developing new guidelines to which universities will develop their courses.

In related recommendations, the report makes suggestions for how we can achieve greater clarity in what teachers should cover in the early phase of their professional learning. For primary teachers that would mean increased emphasis on the subjects they are to teach, with a clear expectation for all teachers that they will undertake prior learning to ensure they meet a baseline from which the university course will build. Courses should also look at areas where evidence has shown that teachers, and potentially their pupils, experience difficulty. We need to better understand these areas, so that we can collectively focus on priorities across the breadth of teacher education, including in ITE (recommendations 12, 13 and 14).

The evidence gathered by the review team suggests a number of likely areas for focus from which that consideration can start. As well as specific areas of the curriculum and effective learning and teaching, this could include behaviour management, within a wider context of the promotion of positive relationships and health and wellbeing within schools and supporting teachers to address potential disadvantage and barriers to learning, as a fundamental pre-requisite to effective learning and teaching.

The report also calls for a broadening of access to teacher education courses (recommendation 9). The Government welcomes the suggestion that universities continue to develop their part-time and distance learning courses and there will be useful learning from existing practice, in teacher education and more widely. For example, flexible delivery is a key feature of the college lecturer training programmes currently run by three Scottish universities. However with regards to school-based teacher education, the Government does not believe that this has been considered sufficiently. HMIE has

said that it will investigate further the impact of approaches such as Teach First and Teach Now, in order to provide evidence to inform discussion.

The Government also welcomes the suggestion that teacher education departments should routinely conduct research into the impact of their ITE courses (recommendation 22). This research will not only allow for the improvement of those courses but can provide the foundations for Scotland to become a world leader in education research. Partnership with local authorities and the new quality improvement agency will be vital in obtaining this information.

The Government recognises that those teachers who choose to take the flexible route to achieving the standard for full registration may not at present receive sufficient support or access to learning opportunities. We welcome the recommendation in the report that these teachers have the opportunity to attend local authority CPD events (recommendation 32). We also believe that 'CPD StepIn' (the online community for supply teachers and others who are irregularly employed) can usefully augment that support from a national level.

Key actions:

- The Scottish Government will work with universities, the GTCS and other partners to establish how we can take forward the recommendations in *Teaching Scotland's Future* related to the form and content of university teacher education, including the phasing out of the traditional BEd degree.
- A focused short-life sub-group of the National Partnership Group will be set up to provide guidance to the Scottish educational community on priority areas that should be addressed at different stages in the course of teachers' professional education and development (including across ITE and lifelong professional learning).
- The Scottish Government will continue to encourage universities to widen access to teacher education, including through effective part-time and distance learning. We will also continue to encourage consideration of a range of models of teacher education, including what we can learn from approaches such as Teach First.

SECTION 5: SUPPORTING A CULTURE OF CAREER-LONG PROFESSIONAL LEARNING

Addressing the territory covered by the following recommendations from Teaching Scotland's Future: 8, 23, 31, 33, 34, 37, 39, 40, 41, 42, 44, 45.

Teaching Scotland's Future recognises key strengths in Scotland as we continue to build a culture of career-long professional learning, owned by individual teaching professionals and supported by coherent and sustained systems. That includes the 35 hour per year commitment of every teacher in Scotland to continuing professional development (CPD), alongside other opportunities for professional learning across the working week and through in-service days.

Some of those aspects are rooted in the employment arrangements of teachers, which are currently being reviewed by a group set up by the Scottish Government. The review will make its recommendations in the summer and the remit set out for it by the Scottish Government means it is well-placed to complement the review of teacher education, with a common core being their joint focus on securing improved educational outcomes for our children and young people.

Those outcomes do need to be improved by building on the culture of professional learning embedding within Scottish education. In order to achieve that the improved partnership arrangements set out in section 2 will be vital. These will be needed to underpin improved facilitation of professional development by local authorities, working with universities and national agencies.

That will need carefully thought through approaches, which are tailored to the needs of teachers in different circumstances, including teachers returning to the classroom, supply teachers and teachers in the early years of their career. Local authorities and schools should consider how their support for professional development applies to these different sections of their workforce (recommendations 8 and 32).

Collectively we also need to better understand and make use of skills and capacities, such as coaching and mentoring, which have developed in aspects across the teacher education spectrum. Local authorities and schools should consider how this can continue to be built on, supported by national support and guidance (recommendations 31 and 39).

The work of the National CPD Team, HMIE, Learning and Teaching Scotland and other partners have been important in developing thinking in relation to professional learning and how it can have the most significant impact on educational outcomes. They have also developed tools (such as the online 'CPD Find' directory) and resources (for example through the LTS website, the new National Assessment Resource and Journey to Excellence). The creation of the new quality improvement agency provides a unique opportunity to bring coherence and consistency to support in those areas and to get the best value possible from those efforts (recommendations 40 and 41).

Building on that experience will be vital if we are to support local authorities and schools to continue to shift the balance of professional development so that it is more impactful and more focused on change that improves outcomes for young people

(recommendations 33, 34 and 37). The evidence is clear that professional development is most effective when it:

- Is developed within an existing organisational culture and ethos that actively promotes professional development;
- Is planned, through clear processes, to address individual and organisational priorities in a coherent way;
- Is clear about its aims, in particular the intended outcomes for learners;
- Addresses the needs of specific groups of educators and is clear about what participants will actively do as a result of the professional development activity;
- Includes professionals learning from, and with, their peers, with appropriate external stimulus where appropriate;
- Builds in evaluation that is based upon the impact on learners, not solely evaluation of the activity itself;
- Is 'site-based' and sustained; and
- Is based upon evidence, including research, of approaches to learning and teaching that are likely to improve outcomes.

In order to ensure that impact is planned and evident in all professional learning, the process of professional review and development needs to be robust, consistent and support teachers in their professional responsibilities, linked to the profile of online development suggested in section 1 of this response.

The report highlights the important role of high quality professional learning opportunities that support subject and other specialist responsibilities (recommendation 42). The Scottish Government supports this and, within the context of Curriculum for Excellence, set up the excellence groups in part to consider this aspect. We will look to the new quality improvement agency to build on their ideas and to work with specialist providers of professional learning opportunities that meet the range of teachers' needs and exhibit the characteristics set out above.

To support that work, we believe that we need a clearer focus on areas of the curriculum and approaches to learning and teaching where the system needs to devote its attention as a priority. The short-life, focused working group suggested in section 4 will provide guidance in relation to on-going professional learning, as well as in the early phase.

Across the board, the level of professional learning needs to aspire to ever higher standards. The Scottish Government is therefore accepts that a greater range of professional development should support the attainment of Masters-level qualifications, with more teachers working over time towards these, from the earliest stages of their careers (recommendation 44) and will work through the National Partnership Group to plan for this. Enhanced partnership working between schools, local authorities and universities must facilitate such opportunities becoming embedded at local level and there are good examples of where that is already happening.

We believe that more professional learning leading to Masters credits will increase rigour and challenge. All CPD must be at the right level to challenge teachers and this should be recognised at the appropriate level wherever possible. This, along with related developments (such as the current proposals for professional update being developed by

the GTCS) will support an ethos within the profession of reflection, intellectual ambition and a thirst for new knowledge and skills.

We believe that these efforts will be supportive of the further development of excellence in teaching. The Scottish Government recognises the important contribution that Chartered Teachers have made within the education system, specifically where their impact has been maximised by schools and Chartered Teachers working together effectively (recommendation 45). The need to recognise and encourage excellence in teaching will be considered by the review of teacher employment reporting in summer 2011.

Key actions:

- The new quality improvement agency (building on the work of HMIE, LTS and the National CPD Team) will be crucial in supporting quality improvement through improved professional learning. The Scottish Government will ensure that the implications of *Teaching Scotland's Future* will be taken into account in the development of the vision, remit and functions of the new agency. This will include ensuring that effective professional learning is at the heart of quality improvement across Scottish education.
- The Scottish Government will continue to support the professional development of supply teachers, and others who are irregularly employed, through the work of the National CPD Team and its 'CPD Stepln' online community. We will continue to encourage local authorities to have regard to the guidance on professional development for supply teachers produced by the team.
- Through the National Partnership Group, the Scottish Government will support greater accreditation of opportunities at Masters level. The Scottish Government will gather current examples of effective practice in the accreditation of professional development opportunities at Masters level.
- The Scottish Government will work with the new quality improvement agency, to support the development of subject specific and specialist professional development. We will also ensure that increased clarity is brought to priority areas, through consideration by the short-life sub-group of the National Partnership Group discussed in section 4.

SECTION 6: SUPPORTING THE DEVELOPMENT OF THE BEST LEADERSHIP IN SCOTTISH EDUCATION

Addressing the territory covered by the following recommendations from Teaching Scotland's Future: 46, 47, 48, 49, 50.

We started this response by accepting the premise that the quality of teaching is the predominant in-school factor affecting children's educational achievement. *Teaching Scotland's Future* is also clear, following the international consensus, that one of the most significant factors in improving teaching is the quality of the leadership that teachers experience every day in their schools. There is therefore a clear and urgent rationale for action to improve the development of leadership in our education system.

The Scottish Government has already recognised this need and has been working with partners to develop a better understanding of, and more coherent approach to, support for leadership development. *Teaching Scotland's Future* gives us a clear direction through which we can now use those discussions as a basis to achieve a significant change in the way we support leadership development in Scotland.

The primary responsibility for developing the leaders we need in our schools lies presently with education authorities. In some instances, however, there can appear to be a fragmented landscape, with duplication between local authorities and between the universities and national bodies that support them.

We therefore accept the rationale behind Graham Donaldson's recommendation that the time is now right to bring much greater coherence to the system, through the development of a clear, progressive leadership pathway to underpin developments (recommendation 46) and, building on that, a virtual college of school leadership (recommendation 50). The future development of this college will be part of or linked to the next iteration of Glow.

The most important early focus of national support should be to develop that overall educational leadership pathway and to support next stages in the development of routes to headship, given the demographics of the headteacher workforce. *Teaching Scotland's Future* also includes important suggestions regarding the professional learning of experienced headteachers and the new leadership pathway must include consideration of opportunities at that level (recommendation 48).

As part of that, we also accept that in Scotland we do not systematically make the most of the invaluable skills, experience and knowledge of current successful and high-performing school leaders. Though headteachers will very often be playing key roles within and beyond their local authorities, involvement in national discussion and development may be *ad hoc* and haphazard. All those concerned, at national level, and within schools and local authorities, need to work together to make more of this valuable resource (recommendation 49). Opportunities to contribute to national development, and to support other colleagues, also provide valuable professional learning for experienced staff.

Key actions:

- To lay a firm basis for future action a second focused sub-group of the National Partnership Working Group will be tasked with developing the educational leadership pathway suggested in *Teaching Scotland's Future*.
- In order to maintain momentum the Scottish Government will work with local authorities and other partners to draw together and promote the resources available online to support quality local approaches to routes to headship.

ANNEX A

SCOTTISH GOVERNMENT'S RESPONSE TO *TEACHING SCOTLAND'S FUTURE*

TABLE OF RESPONSES TO EACH RECOMMENDATION

Recommendation	Response	Proposed Action or Comment	Timing / dependencies
1. Education policy in Scotland should give the highest priority to further strengthening the quality of its teachers and of its educational leadership.	Accept	Education policy will take account of the need to strengthen and maintain the quality of its teachers and educational leadership.	Immediate
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 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.	Accept	Education policy will take account of the need to support and develop teacher professionalism.	Immediate
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.	Accept	Education policy will encourage all partners involved in teacher education to consider a career-long approach to addressing a teacher's development needs.	Immediate
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	Accept in principle	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 criteria.	In 2011-12

process.			
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.	Accept	<p>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 (a). agree the level of literacy that should be required of teachers and (b). develop tools that can be used to help students assess their own level of competence and support materials that help bridge the gap to the level expected.</p>	Work to develop approaches in 2011-12, with a view to piloting for the student intake in 2012.
6. The accuracy of the workforce planning model should be improved through universities and local authorities providing their latest projections on an annual basis.	Accept	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.	By autumn 2011
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	Accept	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 of many of the skills they develop through a teacher education course.	By autumn 2012

them. The marketability of transferable skills in education degrees beyond the education sector should be highlighted to students and employers.			
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.	Accept in part	<p>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 relevant training to support those teachers who have been out of the classroom for five or more years.</p>	<p>Ongoing</p> <p>In 2011-12</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.	Accept	<p>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</p>	<p>Ongoing</p> <p>Ongoing</p>

		standard. HMIE/the new quality improvement agency will provide further analysis of the impact of Teach First approaches to teacher education.	
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.	Accept	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.	As for recommendation 15.
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 should involve staff and departments beyond those in schools of education.	Accept	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 for workforce planning and will consider how these can be best managed.	New guidelines will be discussed with GTCS following advice from the National Partnership Group.
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.	Accept	<p>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</i></p>	<p>Ongoing</p> <p>Working group to be</p>

		<i>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, and provide advice on starting points in relation to this recommendation and recommendations 13, 14, 42 and 43.	established in spring.
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.	Accept	<p>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>	As for recommendation 12.
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 provided by GTCS.	Accept	<p>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. 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>	As for recommendation 12.
15. New and strengthened models of partnership among universities, local authorities, schools and individual teachers need to be developed. These	Accept	The Government will set up a National Partnership Group to examine how partnership working can be improved and develop concrete proposals for ways	Working group to be set up immediately.

partnerships should be based on jointly agreed principles and involve shared responsibility for key areas of teacher education.		forward. 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.	We will ask the group to set out a clear timetable for its work by the end of summer 2011.
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.	Accept	We will ask the National Partnership Group to consider this recommendation as part of their work.	As for recommendation 15.
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.	Accept in principle	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.	As for recommendation 15.
18. Students' views on the quality of placements should be used to inform decisions about the suitability of schools for placement and help to ensure a consistently high quality experience.	Accept	The Government welcomes moves by the national strategy group on student placements to develop Practicum as a resource to support placement quality.	Results of pilot to be evaluated by summer 2011.
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	Accept	The Government will consider along with GTCS, and all relevant organisations, how effective partnerships can be best developed and monitored. HMIE is currently working on new inspection guidelines and the Government will encourage the	Discussions to start immediately. New guidelines to be published

mentoring and assessment arrangements for students and newly-qualified teachers as well as of continuing professional development.		inspectorate to include the learning and development environment for staff and students in these.	August 2011
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.	Accept	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.	As for recommendation 15.
21. To ensure that the model of placement reflects the broader and evolving roles of teachers, it should include more substantial experience for all prospective teachers in relating to parents and working with other professionals.	Accept	Local authorities should ensure that all programmes drawn up for students when on placement 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.	To commence from autumn 2011.
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.	Accept	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.	As for recommendation 15.
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.	Accept	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 is currently working towards the phased introduction of professional update no later than 2014.
24. Flexible staffing models for initial teacher education, induction and CPD should be developed by local authorities and the universities to allow	Accept	The Government will invite the National Partnership Group to consider how flexible staffing models might work to the benefit of both parties.	As for recommendation 15.

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.			
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.	Accept	The Government will invite the National Partnership Group to look to improve links between initial teacher education and the induction year.	As for recommendation 15.
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.	Accept	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 education and career. This should be part of, or linked to, the next iteration of Glow.	Discussion to start immediately with a view to launching in autumn 2012
27. Local authorities and national bodies should develop approaches to quality assure and improve mentoring.	Accept	The National Partnership Group will be asked to look at approaches to quality assure and improve mentoring.	As for recommendation 15.
28. Mentors should be selected carefully and undertake training based on a recognition of the skills and capacities required for this role.	Accept	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.	As for recommendation 15.
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 functions of mentors, all new teachers in Scotland should have access to a mentor and a supporter.	Accept	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 the mentoring/assessing process.	As for recommendation 15.

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.	Accept in principle	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 independent review of teacher employment will report in summer 2011.
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.	Accept	Local authorities should consider the practicalities of extending mentoring beyond induction. This should include the consideration of possible on-line solutions.	By autumn 2011
32. The flexible route to achieving the standard for full registration should include access to CPD and structured support. This needs to be led and coordinated by local authorities who choose to employ flexible route probationers.	Accept	Local authorities should ensure all probationers on the flexible route have access to local authority CPD provision. 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.	Autumn 2011 From September 2011
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.	Accept	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.	Immediate
34. Teachers and schools should plan and evaluate CPD more directly on its intended impact on young people's progress and achievements.	Accept	The Government would encourage all teachers and headteachers to ensure that PRD discussions draw out the intended impact of any learning experience. PRD discussions following a CPD experience should	Immediate

		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.	
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.	Accept	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.	We will ask the GTCS to consider this and advise the Scottish Government by the end of May 2011 of the timescale to which it will work.
36. A new 'Standard for Active Registration' should be developed to clarify expectations of how fully registered teachers are expected to continue to develop their skills and competences. This standard should be challenging and aspirational, fully embracing enhanced professionalism for teachers in Scotland.	Accept in part	The Scottish Government accepts the importance of challenging and aspirational standards that are '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.	As for recommendation 35.
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	Accept	See response to recommendation 34. 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.	Immediate. Discussions to begin immediately.

professional development.			
38. New national initiatives should include a teacher education strategy, based on what we know about managing effective change in education.	Accept	<p>The Government will ensure that all new national 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>Immediately.</p> <p>From July 2011.</p>
39. All teachers should see themselves as teacher educators and be trained in mentoring.	Accept	<p>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>To be considered by local authorities, working with their schools.</p>
40. Online CPD should be part of the blended, tailored approach to CPD for all teachers.	Accept	<p>The Government welcomes the recognition of the vital part online CPD can play in 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>From September 2011</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.	Accept	<p>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>From September 2011.</p>

42. Teachers should have access to high quality CPD for their subject and other specialist responsibilities.	Accept	<p>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 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>From September 2011.</p> <p>As for recommendation 12.</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.	Accept	<p>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 develop strategies to address these challenges.</p>	<p>As for recommendation 12.</p> <p>From September 2011</p>
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.	Accept	<p>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>As for recommendation 15.</p> <p>Immediately.</p>
45. The award of Chartered Teacher status should	Accept in part	The Government accepts that the time is right to look	The review of

be based on a range of evidence, including improved teaching skills and significant impact on 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.		at the award of Chartered Teacher and make sure it is 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'.	teacher employment will report in summer 2011
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.	Accept	The Government will set up a focused and time-limited sub-group of the National Partnership Group to develop the educational leadership pathway.	We will set up this group in spring 2011 and ask it to finalise its work by end September 2011.
47. The impact of the routes to achieving the Standard for Headship should be evaluated to inform further development of flexible routes.	Accept	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 developed.	As for recommendation 46.
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.	Accept	The Government will ensure that this is considered as part of the development of the educational leadership pathway.	As for recommendation 46.
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.	Accept in principle	All partners should look to make the most of the skills and knowledge of experienced headteachers. The sub-group should consider how the educational	As for recommendation 46.

		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.	
50. A virtual college of school leadership should be developed to improve leadership capacity at all levels within Scottish education.	Accept	<p>Following the development of the educational 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>As for recommendation 46.</p> <p>From September 2011</p>

ANNEX B

SCOTTISH GOVERNMENT'S RESPONSE TO *TEACHING SCOTLAND'S FUTURE*

DRAFT REMIT FOR 'TEACHING SCOTLAND'S FUTURE' NATIONAL PARTNERSHIP GROUP

Draft remit

- To lead the detailed development of proposals for implementation and planning of aspects of the recommendations of 'Teaching Scotland's Future' requiring "new and strengthened models of partnership" between universities, local authorities, schools, teachers and national bodies, across the spectrum of teacher education, from the early phase to lifelong professional learning.
- In particular to develop specific proposals, including consideration of resource implications, in relation to proposed ways forward for recommendations 15, 16, 17, 20, 22, 24, 25, 27, 28, 29, and 44.
- To maintain an overview of work taken forward by the two focused sub-groups to be set up to examine aspects of 'Teaching Scotland's Future' relating to: (a) priority areas for development or support, at different stages in teachers' careers, in relation to specific aspects of the curriculum or to aspects of learning and teaching; and (b) leadership development.

Membership

We would envisage this including: representatives of the Scottish Government Learning Directorate; ADES; and STEC (each acting as co-chairs). In addition membership would include national bodies such as the new quality improvement agency and GTCS; experienced teachers and headteachers; and potentially other partners.

COSLA and Universities Scotland will have an interest in aspects of the work of the group that impact more widely on local authorities (in their role as the employers of teachers) and universities respectively. The Scottish Government will work with these partners to agree appropriate means to involve them. This will include engaging with them to finalise the remit of the group and to discuss how we work in partnership to ensure that recommendations from the group are agreed with them.

We propose to have two sub-groups underpinning the National Partnership Group. Membership will be drawn from the overall group, supplemented as necessary by invited experts, agreed by the co-chairs.

1. Teaching Scotland's Future: partnership sub-group – priority areas for development

Draft remit

- Build on the indications set out in 'Teaching Scotland's Future', using other evidence as appropriate, to identify areas that may benefit from particular focus, in relation to efforts to support teachers at different stages throughout their professional careers.

- Based on that analysis, to provide advice to the education system, and to providers of teacher education and professional development in particular.
- In particular to specifically address relevant aspects of recommendations 12, 13 and 14, in relation to the early phase of professional learning, and 42 and 43 in relation to lifelong professional learning.

2. Teaching Scotland's Future: partnership sub-group – leadership development

Draft remit

- To map out the 'clear, progressive educational leadership pathway' suggested in recommendation 46 in 'Teaching Scotland's Future'.
- To make detailed proposals in relation to specific recommendations in the report which might contribute to that leadership pathway for experienced leaders (48 and 49).
- Having mapped the leadership pathway, to make detailed proposals for how national support, including a virtual college of school leadership, might have the most significant impact in supporting the development of leadership.