

EAST AYRSHIRE COUNCIL

EDUCATION COMMITTEE – 21 MARCH 2006

REVIEW OF INITIAL TEACHER EDUCATION: MONITORING OF PROGRESS AGAINST MINISTERIAL CHALLENGES

EAST AYRSHIRE RESPONSE

Report by Executive Director of Educational and Social Services

1. PURPOSE OF REPORT

- 1.1 To inform the Education Committee of the Authority's response to the Review of Initial Teacher Education: Monitoring of Progress against the Ministerial Challenges.

2. BACKGROUND

- 2.1 'The Review of Initial Teacher Education Stage 2' originated in the commitment given in the national agreement "A Teaching Profession for the 21st Century". The first stage of the review was undertaken by Deloitte and Touche and this second stage acknowledges elements of that earlier work.

The review group drew upon Her Majesty's Inspectorate of Education's (HMIE) scoping review of Initial Teacher Education (ITE) entitled "***Evolution or Revolution?***" which stated:

"Overall, stakeholders expressed broad satisfaction with the provision of ITE in Scotland. In particular, they saw recently-qualified teachers to have a good understanding of the curriculum they were to teach and the knowledge, skills and understanding to teach effectively."

However, alongside this consensus that much was good about ITE provision, the HMIE scoping review offered some disquieting data. The report revealed that many students and recently qualified teachers did not feel that ITE had prepared them fully to tackle wider professional aspects.

- 2.2 The report of the second stage review group highlighted the key requirements, the evidence to support the requirements and the key actions required to overcome the challenges. The Minister for Education and Young People prepared a response to the report of the Review Group which laid down a set of challenges for the Executive, the Universities, the National Continuing Professional Development Team, the General Teaching Council for Scotland, Local Authorities and Schools.
- 2.3 All stakeholders have been asked to report on progress in meeting the challenges set out in the Report of the Review Group and in the Minister's response to it.

3. PROGRESS IN EAST AYRSHIRE

3.1 Competences and values

The Minister's challenges were for:

- 1. Local authorities to develop standardised procedures for providing rigorous, evidence-based feedback to the GTCS and the universities, on an annual basis, about the effectiveness of ITE courses in preparing teachers to teach in their schools. He was looking for formal arrangements in place for teachers graduating in 2007, with pilots running a year earlier.*

East Ayrshire, as part of the West of Scotland Regional Consortium on ITE Placements, enjoys good working relationships with the Universities and other local authorities in this group. It is hoped that through this forum, the student focus groups which meet to review school experience and the evaluation documents which will be issued to students and school staff in session 2006-07, we will be in a position to give rigorous feedback to universities and GTCS.

- 2. Schools and local authorities to develop mentoring capacity available in individual schools or clusters of schools specifically for qualifying teachers.*

With the increase in number of students and probationers, an increased number of schools and staff have become responsible for mentoring and supporting them. Therefore, it is important that the authority ensures that all student and probationer teachers are provided with high quality of support. During this current session, within East Ayrshire several initiatives have been launched to meet this challenge:

- In-service training in coaching for Senior Management Teams and Principal Teachers to focus on supporting students, probationers and the Professional Review and Development Process;
- The preparation of a resource pack for school staff with responsibility for supporting students and probationers;
- The piloting of a series of training sessions, delivered by university staff, for school regents and mentors on supporting students, probationers and year 2 teachers.

3.2 Relationships

The Minister's challenges were for:

- 1. Local authorities to take on a strategic co-ordination role in relation to identifying student placement opportunities in their schools and to work in co-operation with neighbouring authorities to maximise the capacity of placements.*

The coordination of student teacher placements and probationer teacher support became a key part of the remit of one of the CPD coordinators from August 2005. This has been a key aspect of the support of student and probationer teachers. Strong links have been forged, not only with the West of Scotland Regional Consortium, but also with the placement co-ordinators in other authorities who meet regularly to share good practice

and develop common operational practices. Further, the Authority is collaborating with other local authorities and Glasgow University to support the development of an online student placement system for future sessions.

2. *Local authorities and universities to identify opportunities for secondment of staff from schools to universities and from universities to schools to improve the interchange of knowledge and experience.*

East Ayrshire has strongly supported leadership development for all staff. Staff are encouraged to undertake a wide variety of experiences which can support their professional development and which extends beyond formal in-service training. As part of the leadership development programme staff are encouraged to look beyond in-service training for their CPD, rather to look at a wide variety of experiences which can help with their professional development. Specifically, research, shadowing, secondments, industrial placements, study visits are fully supported via the leadership programme.

4. COMMUNITY PLAN/LEGAL/POLICY/

Nil

5. FINANCIAL IMPLICATIONS

- 5.1 The full costs for the support and development of student and probationer teachers are fully funded by specific grant funding from the Scottish Executive.

6. RECOMMENDATIONS

- 6.1 The Education Committee is recommended to:
 - (i) approve these developments
 - (ii) otherwise note the contents of this report.

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Executive Director of Educational and Social Services

20 February, 2006

LIST OF BACKGROUND PAPERS

1. Review of Initial teacher Education Stage 2: Report of Review Group and Ministerial response; Scottish Executive; May 2005

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