

# Aspect Review of the Education Authority and University ITE Partnership Arrangements (phase one)

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## Introduction and methodology

### Introduction

In its report to the Cabinet Secretary in September 2012, the National Partnership Group (NPG), set up following the publication of *Teaching Scotland's Future* (Donaldson, 2011), affirmed that by August 2013 all local authorities and universities providing initial teacher education (ITE) should have entered into formal partnership agreements. The National Implementation Board (NIB) which succeeded the NPG assumed responsibility for overseeing the development and implementation of these agreements.

Education Scotland, working with key stakeholders, was charged by NIB with arranging and conducting an Aspect Review of the National Framework Agreement (NFA) for Partnership in the Early Phase of Teacher Learning and of Masters-level programmes. In doing this, we also looked at partnerships for Gaelic Medium Education. The NFA is based on key principles which should inform all partnership arrangements.

These principles are:

- Quality of student learning experience;
- Continuity;
- Joint assessment;
- Clarity;
- Training and support;
- Need for clear and consistent documentation;
- University academic standards;
- Professional standards;
- Collaborative engagement; and
- Reciprocity.

In order to ensure that partnership arrangements are sustainable for the future, the Aspect Review also took sustainability as a focus and this has been included as an additional principle. The principles are outlined in greater detail in Appendix 1.

The Aspect Review will take place over two phases. The purpose of Phase one (and this report) is to outline the emerging areas of strength and aspects for development/areas of challenge in developing further the partnerships. The report outlines current practice and identifies important areas for further development amongst key players. It provides case studies of effective practice and sets out recommendations for improvement. Phase two of the Aspect Review will lead to the production of a final report in 2016/17 which will outline the quality of partnership arrangements.

In preparing this report, HM inspectors visited the partnerships listed in Appendix 2. They also elicited the views of students through an online survey as well as through focus group meetings.

## **Methodology**

The methodology for the reviews was developed jointly in consultation with partners which included the Scottish Teacher Education Committee (STEC) and the Association of Directors of Education in Scotland (ADES). Each partnership was visited by a team from Education Scotland. These teams comprised HM Inspectors, Associate Assessors (including education authority staff, university colleagues and Development Officers from Education Scotland) and student team members.

The team members met and discussed relevant issues with colleagues to ensure a consistent approach across partnerships which also took account of the particular nature of individual partnerships. As part of the Aspect Review, various focus groups were arranged. These included student teachers, university staff, local authority staff and representatives of Local Negotiating Committees for Teachers (LNCTs). In some partnerships, over 130 stakeholders were involved in meetings and discussions as part of the review.

A link to an online questionnaire was sent to students by the universities involved in teacher education in Scotland. A total of 481 responses were received - 296 were received from students on undergraduate and PGDE (Post Graduate Diploma in Education) courses and 185 from post-graduate students on Masters level 11 courses.

## **2 Summary of key findings**

### **Areas of positive practice**

- All partnerships have a strong commitment to building on existing practices and strengthening relations within and across partnerships.
- There are several examples of very good practice which can be shared across the system. Networking opportunities within and between partnerships provide a very important framework to encourage further improvements. The aspect review process itself helped to facilitate this.
- There are effective examples of partnerships being flexible and creative in providing initial teacher education for Gaelic Medium Education (GME) to suit local circumstances. This includes providing provision for initial training in GME in rural areas, high use of digital technology and opportunities to train as a teacher while also remaining in employment.
- There is very positive and productive dialogue between the partnerships and key national agencies e.g. Education Scotland, General Teaching Council for Scotland (GTCS), Scottish Government and Scottish College for Educational Leadership (SCEL). During its lifespan, the National Implementation Board provided helpful strategic direction to the work of partnerships.
- Most Masters level students felt that their current programmes of study contribute a very great deal or quite a lot to their wider professional learning.

- Most Masters level learners and almost all student teachers felt that their programmes of study have helped them to have an impact on learners (e.g. raising attainment, building skills and improving confidence).
- Students who responded to the online questionnaire felt that most staff who are directly involved in contributing to the support of student teachers are committed, conscientious and work hard to support the professional learning of students.
- All partnerships find the GTCS' Professional Standards useful. Across the system knowledge of the Standards and confidence in using them is improving.

### **Areas for development**

- Most partnerships do not convey sufficiently well to all students and staff, their collective role and joint contribution as a partnership in supporting student teachers. Students are also unclear about the partnership's longer-term role in supporting high quality career-long professional learning (CLPL).
- A few partnerships do not yet have sufficiently systematic arrangements with local authorities (LAs) and/or schools to ensure school staff receive routinely, advance information about the expectations for student placements and the support needs of students whilst on placement.
- A few partnerships still have significant work to do in terms of creating the conditions to support effective joint assessment of students.
- Partnerships should continue to develop initial teacher education which is bespoke to Gaelic Medium Education, is delivered through the medium of Gaelic and develops leadership qualities from the start of a teacher's career.
- A few partnerships do not yet have sufficiently clear arrangements and information for recruiting and supporting potential Masters level learners.
- Partnerships, through sharing best practice, could make improvements to both the pace and content of programmes for ITE and the induction year.
- Overall, there is a continued need to further strengthen partnership practices to bring about greater consistency within and across partnerships in students' experiences during ITE and Masters level learning.

### **3 Background and context**

Teaching Scotland's Future (TSF) was published in January 2011. It set out a number of recommendations and taken as a whole, the findings of that Review pointed to the need for a number of important developments. There has been a strong commitment to overtake the recommendations within TSF. These issues have been tackled, in part, through improved partnership approaches and by giving a higher priority to the issues raised. TSF highlighted the need for further development of following areas:-

- *Reinvigoration of professionalism, and a re-conceptualisation of teacher education to reflect this.*

- *More rigorous selection of students applying to enter teacher education allied to more relevant courses, more efficient use of time and more consistent assessment of students' progress.*
- *A coherent approach to teacher education which is underpinned by a framework of standards which signpost the ways in which professional capacity should grow progressively across a career.*
- *Preparation for formal leadership roles overlaps naturally with the planned, career-long professional development described above. Reflective and enquiring teachers who are engaged in continuous improvement are developing the attitudes and habits of mind which are integral to leadership.*
- *Development of leadership qualities from the start of a career.*
- *A new concept of partnership among universities, local authorities, schools, national agencies and other services which embraces selection, course content and assessment, which sets practical experience in a much more reflective and inquiring culture and which makes optimum use of information and communication technology (ICT) for professional learning.*
- *Much more efficient use of existing contracts and structures.*
- *A culture within which policy, practice, theory and accountability are better aligned to serve the needs of learners.*
- *A national and local infrastructure which sets, promotes and evaluates teacher education in ways which relate both current practice and innovation to their beneficial impact on learning.*

#### **4 What is working well within the Partnerships?**

##### **Quality of student learning experience**

Most student teachers felt that the university programme had given them a positive experience. Many found their tutors very approachable and were aware that they had acted on feedback from the students. Most felt that placements prepared them well for teaching. In best practice, students, probationers/NQTs and early phase teachers felt that they were well supported by many tutors in the university during their time there. They valued the 'personal touch', the open door policy and accessibility of tutors.

Among students in partnerships where the partnership model (or hub or clinical model) was used, there was a widespread view that the partnership model leads to closer working between the tutor and teacher which gives a better experience for students. In partnership model (PM) school placements, Post-graduate Diploma in Education (PGDE) students felt they had the opportunity for greater continuity and support with some reporting that they were able, in a managed and staged way, to take increased responsibility and therefore take a lead role in the classroom.

Students were positive about inputs from guest lecturers and part-time practitioners/lecturers which were built into the university programme. Some students

noted that this had the potential to add currency and relevance to the programme. Overall, students felt that the quality of the Teaching Fellows and Associate Tutors was high and their impact on students was positive. Some Masters (level 11) students noted that the personalised support and challenge they received helped them to develop a greater depth of criticality in their practice. In general, Masters programme participants felt *'more professional'* and *'better informed'*. One student commented that *'Masters learning has opened my eyes to what is available and I view myself differently'*. Another stated that *"you are practising the theory; it's the best job training you could get"*.

Newly Qualified Teachers (NQTs) commented very positively on the contribution of visiting speakers in that they provided current advice from the classroom and school. They particularly appreciated those visiting speakers that adopted a style where they were encouraged to develop their understanding further by engaging in discussion.

## **Continuity**

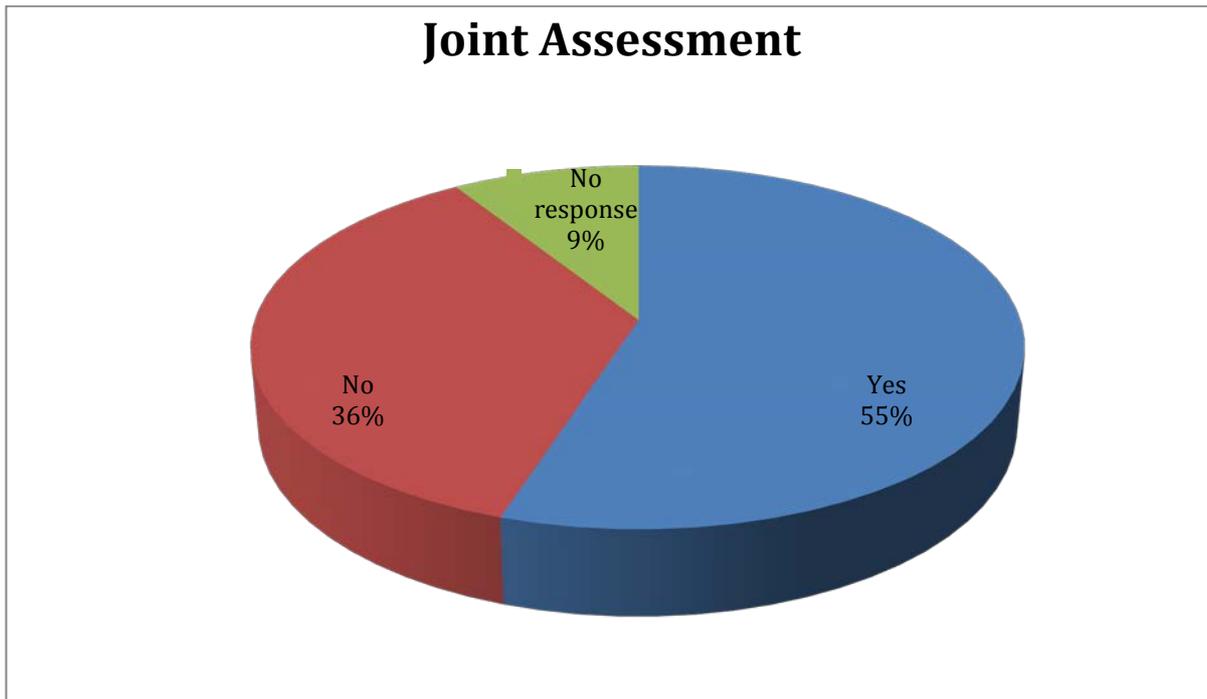
In many partnerships, students found there were strong links between learning in university and learning on placement. Students reported that they appreciate that placement tasks can be an important way to deepen and apply learning at university. Some initial tasks are very good at encouraging students to think about "what a school is" and their place in it. There is an increasing emphasis across partnerships on promoting ITE as the beginning of a career-long journey of professional learning and some students felt positive about the high quality support they received, particularly around practitioner enquiry. One commented that *'Professional enquiry is the thread that links everything up'*. The opportunity to study at Masters (SCQF level 11) within ITE and to begin on a "Masters journey" was seen as positive by many students and NQTs.

In best practice, students are building on their prior learning and addressing targets from their earlier learning and placements. Some partnerships attempt to provide continuity in terms of placing NQTs within the same learning community if not the same school as during their ITE. Almost all felt the use of the Professional Standards was helpful to enable greater consistency and continuity. Within partnerships which have worked together to review their programmes, duplication is avoided and greater coherence is ensured. A recent Partnership Day in one partnership, where university, school and Local Authority (LA) staff met and worked together, was considered by participants to be highly beneficial in enabling dialogue and joint planning.

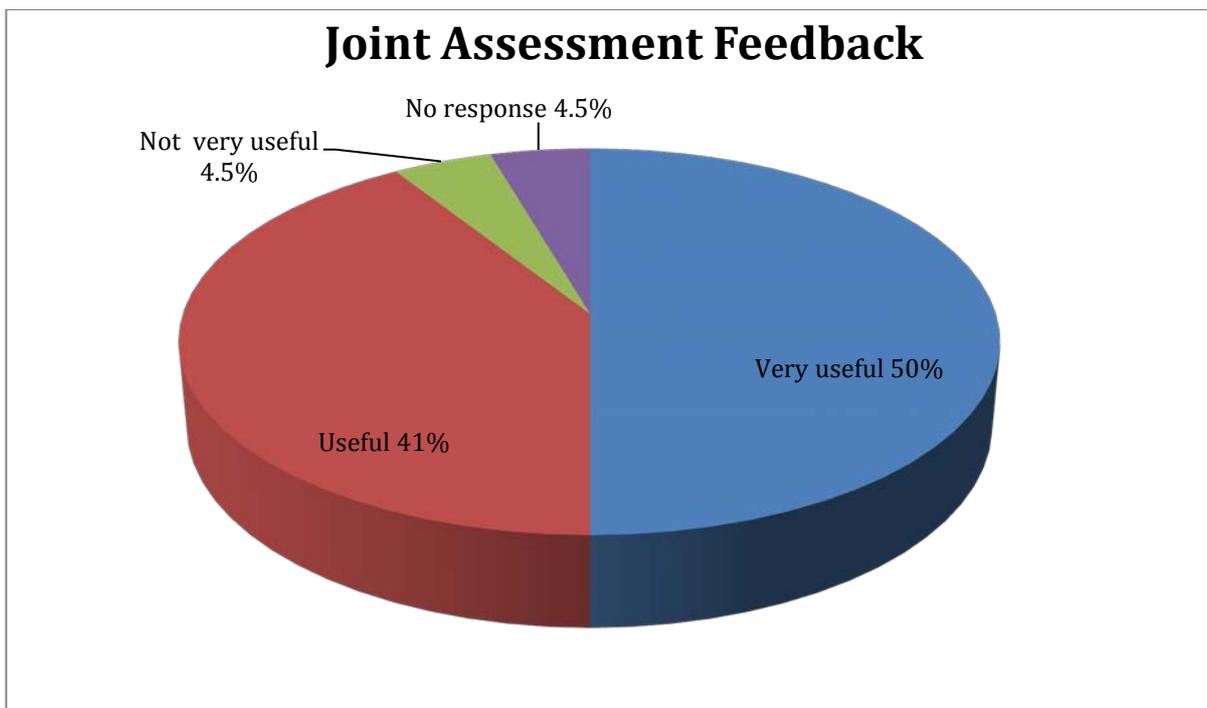
## **Joint assessment**

Increasingly, teachers are feeling they have a stronger voice in student assessment. The majority of partnerships are developing effective arrangements for support to ensure a consistent understanding of, and approaches to, joint assessment. As shown in figure 1 below, the majority of students surveyed indicated that they had experienced joint assessment. Staff across partnerships where this is strongest, value highly the professional discussion following observations. Teachers feel well supported by university colleagues. They can submit a cause for concern which they find is always acted on promptly. Almost all students found feedback from joint assessment to be useful or very useful as shown in figure 2 below. Students felt it was beneficial to get perspectives from different professionals and that feedback from the university and the school enabled a more balanced view of progress. They also found that it was good to have the view of someone who had observed them teach every day alongside the view of someone who had taken a closer focus on a particular lesson.

**Figure 1 - During your placement(s), were you assessed jointly by a member of staff from your university AND a member of staff from the local authority or school?**



**Figure 2 --How useful did you find the joint assessment feedback?**



## Clarity

Where there was good communication between university and schools about expectations, the quality of the placement was improved through better preparation for and by students. In a few partnerships, clarity is improving as tutors and/or associate

tutors are much more accessible to class teachers. In best practice, staff engaging in observations found this a valuable professional learning opportunity. Students found it helpful when responsibilities with regard to what is expected of them before placement, for example, in terms of record keeping, were made clear. It was also important that students had clarity around the roles of those who would provide support.

## **Training and support**

Many partnerships have well-embedded training and support which provide professional learning materials and networking opportunities for staff, particularly those teachers supporting NQTs on the induction programme. This structured support builds confidence in teachers who are mentoring for the first time or after a considerable break in time. One teacher commented that *“I thought that I was a good mentor until I had the mentor training”*. Many partnerships have well-considered programmes of professional learning for NQTs in their induction year and increasingly there is good progression building on the learning gained during ITE.

## **Need for clear and consistent documentation**

Most partnerships had handbooks and websites which contained clear and consistent documentation. In many instances these were viewed as comprehensive. Teaching files which allowed the recording of progress and evidence to support reflection and the identification of next steps for students were seen as particularly helpful. The GTCS website was seen as a very valuable resource in terms of advice around professional standards. In the most effective practice, the availability of a full range of resources through the medium of Gaelic is important in developing the language skills of students and encouraging the use of Gaelic for professional dialogue.

## **University academic standards**

All partnerships have in place student learning that relates to, and can be assessed by, processes that meet the universities' academic standards and these are generally well known by university staff. In most partnerships, there is very good knowledge about the academic assessments and these are well understood by students at all levels. These were less well understood by school staff.

## **Professional Standards**

Across all partnerships, there is a very good understanding of Professional Standards. This is strongest among university and LA staff and teachers who directly support students and NQTs. The Standards feature well in the induction year and in ITE programmes and are well used to support self-reflection. The GTCS toolkit is also well received by school staff including school Regents. From the outset of ITE programmes, the Standards provide a very valuable framework for professional discussion and dialogue, sometimes linked directly to observations. Recently qualified teachers feel well placed to reflect against the standards when engaging in Professional Review and Development (PRD) and Professional Update (PU).

## **Collaborative engagement**

Most partnerships are building on long-standing relationships and practices e.g. headteachers' commitment to, and involvement in, the ITE selection process at the interview stage. In many partnerships, LA and school staff have been involved recently

in shaping revised programmes to prepare for reaccreditation with the GTCS. LA and University colleagues highlighted the value they placed on networking opportunities within and between the partnerships. In partnerships where joint observations are strongest, the opportunity for improved professional dialogue and taking joint responsibility for students' progress were seen as key drivers and enablers for strong collaborative engagement. In many partnerships, there are clear benefits gained from collaborative approaches to training coaches and mentors who then take on supporting roles. This increases staff confidence, supports the improvement and quality of experiences and builds capacity in the system. Most Masters level students responding to the online questionnaire felt that the partnership had supported their CLPL at an appropriate level. A number of partnerships believed that they had developed a strong collective identity. In some partnerships, improved collaboration has already resulted in better progression and coherence from ITE through to induction.

In a few partnerships technology played an important role in overcoming geographic challenges and, working collaboratively, LAs and universities placed great value in supporting students to access ITE provision in their own locality. In one partnership the overall view was that a culture shift had occurred, with partners viewing each other much more positively, supported by a greater understanding of the respective pressures they face. The improved collaborative engagement was summed up by one colleague who said their work was about "*making connections with what is already here and enhancing this*".

## **Reciprocity**

Many universities are tapping into expertise within LAs and in some cases there are effective examples of joint/part-time appointments. This has been helpful in some cases to support the continuation or extend the range of secondary subjects offered within PGDE programmes. Some Masters programmes are delivered locally in particular LAs. This helps build cohesive groups and can lead to efficiencies in time and costs. In one partnership, class teachers are building on their knowledge and experience by shadowing university lecturers and attending lectures.

In most partnerships, teachers and LA staff help deliver aspects of both PGDE and undergraduate programmes. Some LAs value the ability to access resources from their partner university. One partnership was particularly proud of what they saw as their "*commitment to shared learning, mutual support, continuous reflection and improvement*". The ability to exchange ideas, people and resources through improved arrangements and better access was recognised as a particularly important principle given the recent period of sustained and significant change for all partners.

## **Sustainability**

The majority of partnerships were positive about sustainability given the now strong working relations and ongoing commitment to work together. A few partnerships felt that the developments in the use of technology are encouraging new and collaborative ways of resourcing. They believe that joint provision and co-construction of learning experiences is likely to lead to more sustainable approaches to enhancing the professional learning of all involved. Their hope was that as confidence grew in using technology, the sustainability of these approaches would become more secure.

## **5 What are the challenges for the Partnerships?**

### **Quality of student learning experience**

In some partnerships, many students said that the quality of their learning during placements and the support they received varied greatly from school to school. In terms of the quality of their experiences, students on some ITE programmes felt they were given feedback on how their evaluations of programmes had been acted upon whilst others did not. Students were clear that tutor visits were valued but these varied in quality within and across partnerships. Some students would welcome a greater emphasis in developing their own skills in teaching literacy at the early stage of their careers.

NQTs now in Gaelic Medium Education felt that their learning experiences could have been improved by having a clearer focus on the distinct features of this type of education. They would have found it beneficial to have had all of their placements in GME provision. In addition, they felt that closer alignment of ITE courses to GME, with delivery in Gaelic would have better prepared them for teaching in GME.

Some schools were working with multiple models from three or more universities making it complicated for schools to manage the demands and to provide the best experience for students on placement. A number of partnerships raised concerns arising from the Student Placement System (SPS) which can impact negatively on students' experiences and make planning for, and the management of, placements more difficult for ITEs, schools and LAs. The hope is that the revised SPS systems will improve mechanisms for communication. The first placements for many students were more problematic due to a lack of information to schools and tight timescales for placements to be made.

Within some partnerships, there are equity issues between PM and traditional models of placement. In a few partnerships, online learning and the online learning environment was not perceived as meeting the needs of some groups of students. Students thought that this was not as conducive to collaborative learning for them in comparison with face to face learning or blended approaches which they valued more highly. The use of technology did not always therefore enable active learning. A few students talked of being passive learners when using video conferencing to participate in lectures/seminars. They talked of observing others engaging in collaborative activities and not being involved in these activities. In some partnerships there was a fairly consistent view that a more blended approach to learning would be helpful to students - both ITE and Masters. Some Masters level learners also talked of what seemed like a "faceless online experience" with an unhelpful discussion board and poor feedback. Other frustrations for Masters level students included:- no early access to university library; a focus which could be more aligned to needs of the authority; the need for more strategic direction; and better mentoring support to ensure improved impact of their research and practice.

### **Continuity**

Some universities, schools and LAs could do more to share the strengths/areas for development of student teachers from prior placements/learning. There is a need for some universities and partnerships to avoid duplication of content from ITE through to induction programmes and also a need to address the pace of learning over that

timeframe. Some students considered the pace to be too slow at the start of their course but, interestingly, some felt overwhelmed at the start of their induction year. Some NQTs felt pressurised when there was a mismatch between their own targets when these were not central to those of the school in which they were placed. At times, teacher supporters in schools do not have an up to date understanding of some of the key features of the student programme which can result in compromise during placement.

A lack of choice in NQT core programmes was viewed as something which could be improved. Some NQTs considered part of their programmes to lack relevance for their sector and there did not always appear to be consideration of prior knowledge and skills gained in ITE programme. Greater understanding and collaboration between NQT managers and university colleagues is to be encouraged to support continuity and progression. Some Masters level students were not positive about using credit transfer between various providers and the perception was that it was difficult to navigate a progressive and continuous pathway between different universities.

### **Joint assessment**

Students in a few partnerships highlighted the variability of the quality of assessment feedback by school staff and the lack of consistency which they received. There is also some variable practice on how well feedback is shared with students by school staff while on placements. There can be inconsistencies between tutors in the same universities as well as inconsistencies between tutors and class teachers in terms of their expectations. One complication is that expectations can differ when schools base their assessment on the holistic view of the placement but the tutor assesses only on one observation. It would be helpful to devote more time to sharing standards and expectations. Some student teachers felt that there was undue weighting towards summative assessment over formative feedback within university programmes.

In reflecting back on their previous experience, a number of NQTs and early phase teachers did not see assessment as being joint in any way. They felt the tutor's visit was 'high stakes' – which created high levels of anxiety because of this. They put everything into preparing a 'show lesson'. The ongoing use of a profile for self-reflection was much more beneficial to them. This enabled them to speak about their areas for development and get advice about how to make progress. This was seen as supportive and not in any way stressful. In a few partnerships, there was no sense of assessment being joint between school and university. School staff would welcome a more coherent approach and support to be able to work in greater collaboration with their university colleagues.

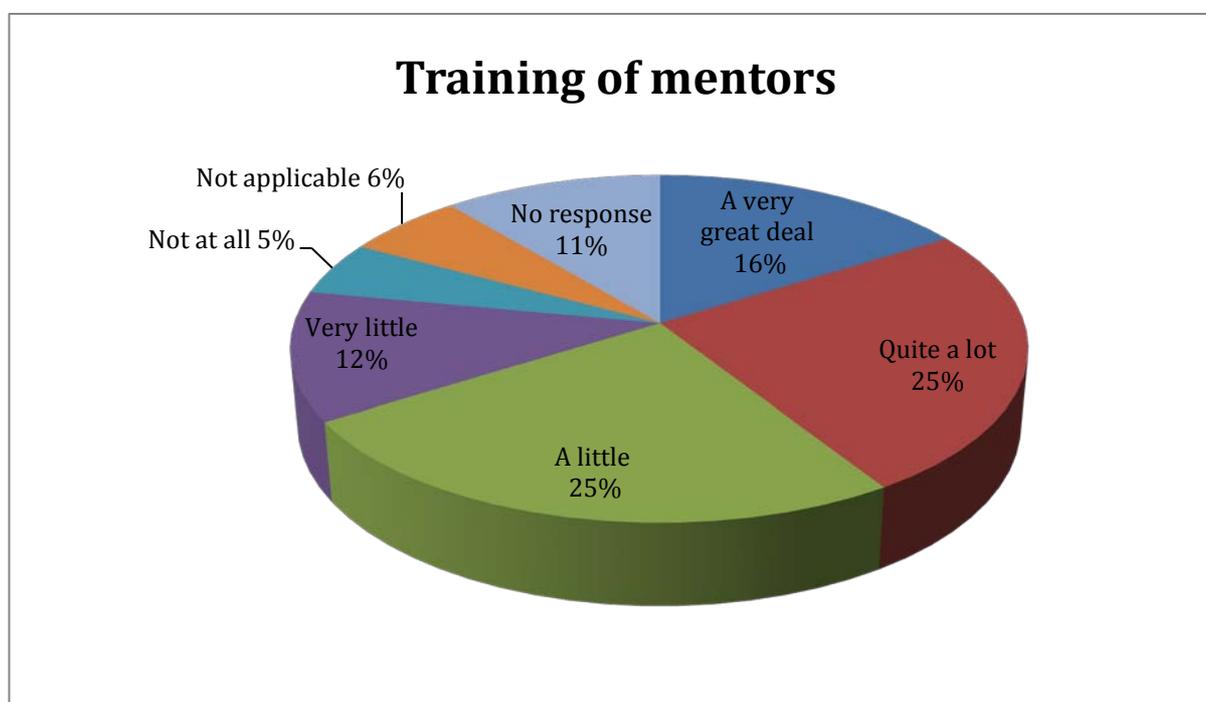
### **Clarity**

Staff in many schools and LAs who have students placed there by different universities talked of the lack of clarity caused by complexities over the different expectations of the various universities from which students are placed. Several Masters level students outlined their frustration over their lack of clarity over the expectations associated with embarking on their programme. A number of partnerships could assume greater responsibility for outlining and clarifying the roles for teachers and managers in terms of their support for students. There was a lack of clarity over the role of many of the partnerships with many colleagues unsure and unclear about what the partnerships were there to take forward.

## Training and support

Across many partnerships, there is too much variability in the knowledge and skill-base of teachers who are working with student teachers. Teachers often lack timely information about the nature of the placement and the expectations placed on both students and placement schools. As shown in figure 3 below, the majority of students felt that their supporters had too little training to take on their supporting roles. Many students still praised highly the teachers who had supported them suggesting that they were highly capable and committed. They suggested that the teachers had drawn on their experience as outstanding teachers and on their previous involvement in mentoring students rather than formal training. However, some students believed their mentor teachers sometimes lacked experience or enthusiasm for that role. In some partnerships, staff in schools would welcome greater opportunities to work collaboratively with colleagues based in universities and to have better communication with them.

**Figure 3 - To what extent do you feel that those who support you have been trained to take on that role? (student teachers)**



## Need for clear and consistent documentation

HM Inspectors found that some school staff were not aware of the existence of documentation or how or where to access this. Improved, clear and succinct information about placements and easier access to student handbooks would support teacher mentors and senior staff in schools. There is also the need for students and school staff to take greater responsibility for sharing and accessing clear documentation where this exists. There is a continued requirement for better alignment of documentation across universities to reduce the burden on schools which receive students from more than one partnership/university. In some partnerships, students felt that although the documentation is clear there can still be considerable differences in applying the advice contained within these.

## **University academic standards**

All partnerships have in place student learning that relates to, and can be assessed by, processes that meet the universities' academic regulations/codes of practice. However, HM Inspectors found that there is little knowledge of these beyond university staff and students. Some partnerships allow a choice for ITE students in terms of studying at SCQF level 10 and level 11, while others do not allow choice. Where choice is available, then the balance of risk in opting for level 11 and the availability of a 'safety net' linked to university academic standards should be considered in the partnerships concerned.

## **Professional Standards**

The general awareness of Professional Standards is not universal and further raising awareness remains a task across almost all partnerships. In a few partnerships, there is sometimes a lack of consistency in how mentors are using the Standards to enhance professional dialogue. In one partnership, mentors felt that they would appreciate further guidance in recording evidence against the Standards.

## **Collaborative engagement**

Although progress has been made in this area, there is much less evidence of joint curriculum development or joint research within partnerships. There is headroom for improvement, too, in some partnerships for closer working between university staff and LA probation managers. Some students felt there was a disconnect between school priorities and the demands of the ITE programme during their placement. Some partnerships face greater financial challenges in terms of staff time and costs in travelling to meetings and this requires careful management and innovative approaches.

Through phase one of the aspect review process, partnerships included the views of their LNCTs and professional organisations. This area of partnership has the potential to realise further benefits in terms of supporting wider access to opportunities and ensuring greater equity.

## **Reciprocity**

An area where practice could be improved further is making better use of the learning gained from Masters level learning. The learning of individual teachers involved in such programmes could be more routinely shared within their schools and learning communities. This could also be shared more effectively within and between partnerships. The recording of university lectures is common practice and this could be a valuable resource for LAs if shared more widely. In order to maximise potential benefits for school staff, the timing of professional learning activities and access to resources needs careful planning. Where reciprocal arrangements are strongest, this has the potential to reduce rather than add to the workload of partners.

## **Sustainability**

A number of partnerships had created joint posts using funding support from Scottish Government. This funding is time-limited and partnerships will in due course face these costs in full moving forward. Partnerships had also bid for funds to support the development and introduction of Masters level programmes aimed at teachers working

in schools. It remains to be seen how the costs and demands associated with Masters level learning will affect the sustainability of the current programmes being delivered and the appetite for further modules in the future. Within the partnerships, some of the LA models of support for ITE students are more labour intensive and difficulties in accessing supply staff can exacerbate pressures within the system. Even at present, some students felt that resources and arrangements did not allow equity in their experiences.

## 6 Recommendations

All partnerships involved in teacher education have made progress in working more closely together to reflect on their current practices. Several have taken significant steps in recent years to redesign the programmes and practices. Many have revitalised their partnerships through improved structures, joint appointments and increased dialogue and communication. Building on the progress made in these areas, there is still room for improvement as outlined below.

- There is a continued need for improved partnership and practices to bring about greater consistency in the experiences for students during ITE and in Masters level learning. It would be helpful for partnerships to develop further their own quality improvement arrangements and to evaluate their own practice to help bring about the changes required.
- Universities who offer ITE for Gaelic Medium Education are encouraged to collaborate more to share resources and effective practice. Working with their partners, they should continue to develop initial teacher education which is bespoke to Gaelic Medium Education, is delivered through the medium of Gaelic and develops leadership qualities from the start of a teacher's career.
- Some partnerships should give greater attention to strengthening arrangements for joint assessment: where it is working, there is good evidence to show that it has a positive impact.
- Partnerships should give a higher priority to clarifying the roles of those involved in supporting students in ITE and NQTs in their induction year. Improved information about placements and easier access to student handbooks, including summarised versions, would support teacher mentors and senior staff in schools.
- Taking into account the views of students, partnerships should review their use of ICT to support programmes. Current practice is sometimes resulting in poorer learning experiences.
- Partnerships should consider a number of issues with regard to Masters level learning. Across the partnerships, there were instances where recruitment, selection and induction for Masters level learners were not well planned. There was a lack of clarity on the part of participants in how to achieve a good grade in formal assessments and a perception that tutors were inconsistent in their application of this criterion. There is a need to clarify and simplify the arrangements for credit transfer as the perception of these within the system is not positive. LAs and schools could be making better use of the skills, knowledge and evidence gained from participants' involvement in Masters level learning.

## **Next Steps**

Partnerships should build on their current practice, taking into account the recommendations contained in this report. HM Inspectors who link with Universities will monitor action towards the implementation of these recommendations as part of their normal dialogue with universities/partnerships. Phase two of the aspect review will take place during 2016. The continuing work in this area will be monitored at a national level by the new Strategic Board for Teacher Education and Quality which is due to assume responsibility following the wind-down of the NIB.

HM Inspectors

## Appendix 1

### **National Framework Agreement for Partnership in the Early Phase of Teacher Learning**

In its report to the Cabinet Secretary in September 2012, the National Partnership Group (NPG) affirmed that by August 2013 all local authorities and universities providing Initial Teacher Education should have entered into formal partnership agreements. Given that there are 32 local authorities and eight (soon to be nine) universities involved in initial teacher education, the problem of proliferation of separate written agreements among all potential partners has been identified as a significant concern. Therefore, the Scottish Teacher Education Committee (STEC) and the Association of Directors of Education in Scotland (ADES), with support from the National Implementation Board (NIB) has agreed to develop this National Framework Agreement, which will obviate the need for a multiplicity of separate formal written agreements across the sector, drawing as appropriate from the principles for partnership in the Early Phase of teachers' learning that were outlined in the NPG Report.

#### **Purpose**

The purpose of the NFA is to enhance and assure the quality of professional learning experience across the Early Phase and to enhance consistency of standards, while at the same time allowing sufficient flexibility (a) to respond to local circumstances, (b) to ensure that diverse needs can be met and (c) to foster innovation. Within the parameters set by the NFA, to which it is hoped that all parties would sign up, universities and local authorities, individually or severally, may choose to enter into more detailed partnership agreements at a local level. The National Framework Agreement takes the form of a set of key principles as set out below. These have now been agreed by the NIB. It should be noted that while setting out a series of key principles, the NIB is not promoting a particular model of partnership working. It is important that partners develop a model that suits their own situation.

#### **Key principles**

The key principles that should inform all partnership arrangements in the Early Phase of teachers' learning are as follows:

- **Quality of Student Learning Experience.** All partnership arrangements should be aimed at enhancing the quality of the learning experiences of teachers in the early phase of their professional learning and arrangements should include a clear commitment to the evaluation of the impact of these arrangements not only on the learning of student teachers and newly qualified teachers, but also, importantly, on pupil learning.
- **Clarity.** All partnership arrangements should ensure that the roles to be adopted by the different parties are clearly stated and understood by all concerned.
- **Reciprocity.** The arrangements made for partnership should be based on the principle of reciprocity and care should be taken to ensure that there are clear reciprocal benefits to the schools/local authorities and the universities.

- University Academic Standards. All partnership arrangements must ensure that the resultant student learning can be assessed by processes that meet the universities' quality assurance standards.
- Professional Standards. All partnership initiatives must have due regard to the professional standards and guidelines set out by the General Teaching Council for Scotland (GTCS), in order to ensure that programmes may be fully accredited by the GTCS.
- Continuity. Partnership arrangements should be designed in such a way as to enhance the continuity between Initial Teacher Education (whether through an undergraduate degree programme or a PGDE programme) and Induction. This will entail collaborative working on all aspects of the student and probationer experience from initial recruitment to meeting the Standards for Registration.
- Collaborative engagement. Partnership arrangements should be developed and implemented through the fullest possible collaborative engagement of all parties including teachers' representative organisations, or where appropriate LNCTs, taking account of local circumstances, workload and the need for consistency of approach at a local level. Partnership arrangements should foster collaboration not only in supporting the professional learning of student teachers and newly qualified teachers during initial teacher education and induction, for example, through mentoring, peer observation, learning conversations and joint seminar discussions, but also in relation to creating opportunities for teachers' career-long professional learning, such as, professional enquiry and joint research activity in relation to curriculum development, the enhancement of pupil learning and school improvement initiatives and processes, with or without Masters level accreditation under the Scottish Masters in Education framework.
- Joint assessment. The assessment of student teachers during placement and, where appropriate, of probationers during induction should be a shared responsibility carried out in the school in such a way as to reflect the broad principle of collaborative engagement. Local discussions will determine who is best placed to take on the shared role of assessing student teachers and probationers.
- Training and support. Partnership arrangements should be designed in such a way as to take account of the professional support, development and learning needs of those who take on the role of mentoring, supporting and/or assessing professional learning across the early phase.
- Need for clear and consistent documentation. All initial teacher education and induction programmes must provide a clearly documented account of the partnership arrangements in place to ensure that student teachers and probationers to meet both academic standards and professional Standards for Registration. A common format for such documentation should be established among the universities in partnership with local authorities.

## Appendix 2

### Partnerships visited in the field work for this report (February- March 2015)

<b>Partnership Visited</b>	<b>Partners</b>
<b>Aberdeen</b>	University of Aberdeen; Aberdeen City, Aberdeenshire, Highland and Moray Councils
<b>Central Local Authorities Stirling Partnership (CLASP) - (Stirling)</b>	University of Stirling; Clackmannanshire, Falkirk, Perth and Kinross, Stirling and West Lothian Councils
<b>Dumfries &amp; Galloway</b>	University of Glasgow; Dumfries & Galloway Council
<b>Edinburgh</b>	University of Edinburgh; East Lothian, Edinburgh, Fife, Midlothian, Scottish Borders and West Lothian Councils
<b>Glasgow</b>	University of Glasgow; East Dunbartonshire, East Renfrewshire, Glasgow City, Inverclyde, North Ayrshire, North Lanarkshire, Renfrewshire, South Lanarkshire and West Dunbartonshire Councils
<b>Strathclyde</b>	University of Strathclyde; East Dunbartonshire, East Renfrewshire, Glasgow City, Inverclyde, North Ayrshire, North Lanarkshire, Renfrewshire, South Lanarkshire and West Dunbartonshire Councils
<b>Tayside and Fife Teacher Education Partnership (Dundee)</b>	University of Dundee; Angus, Dundee, Fife and Perth & Kinross Councils
<b>UHI</b>	University of the Highlands and Islands; Argyll and Bute, Comhairle nan Eilean, Highland, Moray, Orkney and Shetland Councils
<b>UWS</b>	University of the West of Scotland; East, North and South Ayrshire Councils

## Appendix 3 – Case studies of effective partnership working

### Case Study: Tayside and Fife Teacher Education Partnership

#### Supporting professional enquiry and networking during the Early Phase through a digital professional learning community for NQTs

##### Who is involved?

Local Authority staff from Angus, Dundee, Fife and Perth & Kinross, University of Dundee, Education Scotland – Glow team

NQTs from all four partner local authorities

##### What are they doing?

**Professional Enquiry:** At an early stage of the collaboration, partners identified good practice within one of their local authorities and agreed that this should be extended across the entire partnership and embedded within the Early Phase Core Programme being jointly planned and delivered by the partnership. During the induction year, all NQTs are expected to complete a research project.

**Connectivity:** The professional enquiry project is supported by a digital learning community where inductees are encouraged and supported to share aspects of their research and reflections on their developing practice and professional learning experiences. All NQTs from the four partner local authorities are required to register and join this digital learning community. University staff, Local Authority supporters and lead officers are also included. This further extends connections across the partnership and opens provides inductees with access to a wealth of professional experience.

**Co-delivery:** The creation and development of the programme was built on the premise of shared resources, shared experiences and shared delivery between all five partners.

**Sustainability:** The model of co-delivery recognises the reducing capacity across all Local Authorities. The digital learning community supports teachers to develop and extend their professional networks as they move through the early phase and beyond. This builds on the premise that professional dialogue, reflection and effective sharing of practice are key to ensuring our teachers remain highly effective throughout their careers.

**Collaboration:** Through the digital learning community inductees are encouraged to collaborate on professional enquiry projects. It has increased opportunities for sharing learning, access to research and promoting professional dialogue.

##### How is it making a difference?

The digital learning community breaks down geographical barriers and increases the number and range of peers inductees can engage with to develop and support their practice. It ensures a purposeful use of Glow. There are emerging signs that that this approach could be a strong aspect of teacher education. It is leading to wider networking by teachers in the early phase.

An interim survey by the partnership indicates that the majority of inductees feel the digital learning community enables them to actively participate in the partnership induction project. More than half agreed that they are benefitting from the opportunity to develop wider networks, learn from more experienced colleagues and from others in similar situations.

The survey also highlighted a number of areas for further development in relation to increasing inductee's confidence using Glow and the range of tools within the digital space. There is also a need to promote the benefits of the digital learning community amongst local authority NQT supporters and headteachers so that inductees are further supported to make use of this resource. Further planned developments include extending the community to include a wider range of University and Local Authority staff and giving inductees access to the national resource with Education Scotland through encouraging Development Officers and other staff to also join the network.

**Main Contact:** Derek P Robertson, University of Dundee

**Website:** <http://www.dundee.ac.uk/esw/>

### **Case study: University of Edinburgh Partnership**

#### **Who is involved?**

The quality of the strategic leadership of this partnership is a key feature in ensuring sustained commitment across all its partners. Strong emphasis is placed upon new and improved ways of working between Moray House School of Education and its local authority partners: East Lothian, Edinburgh, Fife, Midlothian, Scottish Borders and West Lothian.

#### **What are they doing?**

Since the partnership was formally established in September 2013, the Strategic Steering Group has been led by two co-convenors – the Dean of the School of Education and a Director of Education. Together, they have successfully shared their core values and expectations. Significant development has taken place led by two part-time Co-Directors of Teacher Education Partnerships appointed (May 2013) in recognition of the strategic work required to initiate, implement and establish the Teaching Scotland's Future (TSF) partnership recommendations. They have been instrumental in leading a series of events and meetings with stakeholders and raising expectations of and with partners. To-date, a number of key aspects have been progressed through various consultation groups. For example:

- the establishment of working groups, with representatives from each partner authority;
- the appointment of a TSF Development Officer, supporting the work of one partnership bid, focused on key developments in Initial Teacher Education. In particular, the role works to enhance partnership working between the University and Local Authorities based on the principles that Initial Teacher Education and Career-long Professional Learning (CLPL) are the joint responsibility of these stakeholders, and that all parties have areas of expertise and of 'best practice' to

share and in turn develop those stronger theory/practice links recommended in TSF;

- the development and enhancement of partnership arrangements for the new ITE programmes generally, with specific reference to new and innovative placement provision in the MA Primary Education 'with' and MA Gaelic and Primary Education programmes;
- the co-development of new practices for Year 1 Professional Experience and Practice Courses in the MA Primary Education and MA Physical Education;
- an initiative designed to progress key priorities in career-long professional learning in two priority areas: supporting Masters level learning and supporting educational leadership professional development. Partnership colleagues have engaged in significant collaborative professional development, leading to enhanced knowledge, understanding and practice; and
- an initiative designed to progress key priorities designed to facilitate an increase in Masters-level learning, through enhancing provision for both CLPL and formal postgraduate Masters learning opportunities. To-date, a number of innovations have been progressed across four broad themes designed to lead to enhanced processes, practices and provision.

### **How is strategic leadership making a difference?**

Shared values and commitment by senior leaders has successfully:

- Brought clarity to the defined key principles of partnership working and shared these widely with the local authorities.
- Developed governance structures, illustrated diagrammatically, which serve to make clear roles and responsibilities but also makes links across working groups.
- Devised and implemented a clear communications strategy underpinned by thorough audits undertaken by the local authorities and the university.

Stakeholders have access to a range of helpful and relevant information on the website.

<http://www.ed.ac.uk/schools-departments/education/about-us/partnerships>

- Promoted a shared understanding of the level of partnership working that is the hallmark of this partnership.

*'Deeply interrogating what it means to be in partnership at every level: looking inwards as well as outwards'.*

The sustained commitment of all stakeholders is an emerging strength founded on the shared values, clear direction of travel and governance structures based on equality and shared leadership.

*'This is a group of people I work with rather than this is a meeting I attend to represent my local authority'.*

## **Case study: University of Stirling Partnership (1)**

### **Who is involved?**

The Stirling Partnership, known as Central Local Authorities Stirling Partnership (CLASP), continues to build creatively upon effective partnerships sustained over a number of years. An example of good practice in partnership working is evident in the well-established PE project with Clackmannanshire Council.

This group comprises stakeholders from the Local Authority, Schools ITE tutor, Teacher Fellow and students (past and present) who are involved in organizing and participating in the Clackmannanshire PE micro teaching placements for PE specialist students.

The Clackmannanshire Local Authority, through the Clacks PPEP, is the only local authority in the whole of the UK to have a specialist physical education teacher in every one of its primary schools. That this takes place literally on the University's doorstep is good fortune and presents a unique opportunity for quality learning experiences for the physical education students.

### **What are they doing?**

Reciprocity and the quality of student experience are strong features of the sustained partnership working clearly identified through the Clackmannanshire PE Project started in 2006.

### **How is the Clackmannanshire PE Project making a difference?**

- A lengthy evaluation of the project took place in 2007. Since then regular feedback is taken from students and teacher mentors taking part annually.
- Relationships are extremely positive across this partnership and have been strengthened over a number of years, leading to clear understanding of the roles and responsibilities of all those involved.
- Primary teachers find that the process of mentoring physical education students has enabled them to reflect more deeply on their own teaching and that the physical education students have brought new, innovative and inventive content and ideas.
- The Primary School Placement provides a valued mentoring opportunity for teachers and contribution to their portfolio of CLPL.
- Students report significant benefits to their confidence and understanding of Curriculum for Excellence across the 3-18 age range due to the SE1 placement and subsequent micro-teaching.
- The LA Principal PE Teacher has developed a robust support/training package for staff in Primary Schools.

- This has developed over time and is adjusted to the experience of staff. It is viewed as good Professional Learning for staff involved and it is felt leads to a consistently positive experience for all students out on placement SE1.

## **Case study: University of Stirling Partnership (2)**

**A more recent project, at an early stage of development, also shows potential for sustainability and high reciprocity and is referred to by its acronym, oPEN- online professional education network.**

### **Who is involved?**

This group comprises members of the oPEN Working Group including representatives from the Local Authority and members of the University tutor team. They are currently developing the module - Engaging critically with professional practices. The LA members are currently recruiting 50 teachers from across the partnership to participate in the module. They will also recruit ten Critical Colleagues, who are Masters graduates from the LAs to work in the online networked space supporting CLPL. The project is funded by the Scottish Government.

### **What are they doing?**

Developing criticality for teacher career-long professional learning- oPEN the online Professional Education Network.

The oPen project originated from a bid for Masters-level learning funding. Following discussion at CLASP, the Professional Education team and a specialist in digital media developed a module for online learning. An online space was believed to be important to ensure accessibility. Further to the original 'critical colleague' role developed at the university, this has been extended into the online network. The working group formed includes school staff who have been critical colleagues previously. They have recently recruited a large group of students to be enrolled in this module. The application forms were aimed at teachers without previous Masters-level learning. Up to ten students from each education authority were selected and the course ran from February to June 2015. The critical colleagues work within the online space and the working group are 'back-stage'. The critical colleagues will work within the discussion forum to develop criticality.

### **How is an innovative approach making a difference?**

oPEN- the online Professional Education Network is developing criticality for teacher career-long professional learning. Emerging features and impact:

- An innovative project with promising features for sustainability.
- The role of 'critical colleagues' is being further developed in an 'online' space.
- Participants report that reciprocity between themselves and their critical colleagues is a prominent and valued feature of this partnership project.
- A recent and innovative approach towards CLPL, which offers an opportunity to include teachers who can be 'harder to reach' due to remote locations.

- Growth of a network of professionals who can continue to learn and engage with one another in the longer-term, sustaining professional dialogue at Masters level.
- The use of a virtual environment provides a forum which can be inclusive for all teachers, for example, supply staff and those who teach in rural locations.
- The essence of reciprocity is illustrated through the exchanges between participating teachers and the critical colleagues.

**Website:** <https://www.stir.ac.uk/education/>

## **Case Study: Ayrshire and University of the West of Scotland Education Partnership**

**Supporting professional learning and networking during the Early Phase and beyond through structures to support students, NQTs and colleagues with an interest in CLPL.**

### **Who is involved?**

Local Authority staff from North, East and South Ayrshire

University of West of Scotland

NQTs from all three partner local authorities

### **What are they doing?**

**Collaboration:** At an early stage the partners identified the need to take a more strategic approach and build on the firm foundations of their historic links which had spanned across the sectors and geographic area. The strategic approach, it was agreed, should reach the entire partnership and should influence and be influenced by all stakeholders. The strong vision is one where colleagues will be empowered to continually develop, share learning experiences and inspire each other.

**Connectivity and students' experiences:** The partnership has established a partnership advisory group (PAG) which ensures representation from key players. The PAG aims to provide a supportive and encouraging learning environment for ITE with elements of personalised and distinctive experiences. It further aims to provide coherent and progressive experiences from ITE, induction programmes and further into and beyond the early phase. Another major aspiration is to build pathways which provide a wide variety of professional learning experiences.

**Sustainability:** The partnership advertised and agreed the appointment of a Partnership Enhancement Coordinator (PEC) on a seconded basis. Evidence is showing the difference she is making in that role. The pressures within the University and Education Authorities with, in some cases contracting teams, means that her proactive approach has helped to build stronger links across the partnership in challenging times. The unique PEC role has allowed better connectivity with other partnerships too. Valuable lessons from other parts of the country are brought back through sharing learning and professional dialogue. It will be important though, to think

about how the work of the PEC can be maintained and developed further in the medium and longer term beyond the timescale of the secondment.

**Reciprocity:** The Partnership's vision and strategic objectives provide a strong basis for developing and moving forward as an effective partnership. There are some examples of mutual exchange of staff which provides important learning not just for the individuals but also for their organisations.

### **How is it making a difference?**

There has been positive feedback about the new BA programmes with participants engaging well. NSS results have been improving year on year. The strong willingness to work in partnership is clear with evidence of commitment to shared learning, mutual support, continuous reflection and improvement. Clearer objectives and agreed approaches are helping to ensure greater consistency of practice.

**Main Contact:** Yvonne White, Senior Lecturer, University of West of Scotland

**Website:** <http://www.uws.ac.uk/schools/school-of-education/>

## **Case Study: University of Highlands and Islands**

### **Increasing access to initial teacher education using digital technology**

#### **Who is involved?**

The University of the Highlands and Islands (UHI) is an amalgam of 13 partner colleges and research institutions. Some are relatively large colleges in urban settings such as Elgin, Inverness and Perth. Others are smaller and in rural settings such as Lewis, Orkney and Shetland. The primary post-graduate course is available in five UHI 'Academic Partner' (AP) colleges:

- Argyle College in Oban with links to the Islay Gaelic Centre;
- Inverness College;
- Lews Castle College in Stornoway;
- Moray College in Elgin;
- Orkney College in Kirkwall; and
- Shetland College in Lerwick.

Six local authorities are involved in this partnership. These are Argyll and Bute, Comhairle nan Eilean Siar, Moray Council, Orkney Council, Shetland Council and The Highland Council.

#### **What are they doing?**

UHI is working closely with its partners to deliver initial teacher education in ways that meet local needs and circumstances. The partnership area is largely remote and includes education provision through both the medium of Gaelic and English. An important feature of the service that UHI offers is that it enables access to learning in students' own locality without relocating. UHI's approach to delivering initial teacher education features blended learning incorporating online and video conferencing activities. This brings the student population from across all colleges together for learning. Students also receive face-to-face teaching and learning delivered by staff in

their individual colleges. To encourage engagement and commitment, students experience a residential week at the beginning of their course. The purpose of this includes ensuring that the students are sufficiently conversant in the use of digital technology. Outwith teaching and learning, some of students' use of digital technology is described below.

- Chat rooms are used to discuss weekly activities and help students to keep in touch with each other.
- Students work collaboratively on activities such as presentations.
- Students maintain an e-portfolio for gathering and reflecting on a range of evidence to demonstrate the General Teaching Council Scotland (GTCS) Standard for Provisional Registration.

### **How is it making a difference?**

- The use of digital technology is enabling more students to have the option of accessing programmes to be teachers of Gaelic Medium Education. On completion of courses, this should help retain these teachers in their local areas.
- The use of digital technology is enabling more students to have the option of accessing programmes to be teachers in English Medium Education. On completion of courses, this helps retain these teachers in their local areas. It is also helping local authorities address staffing shortages.
- The use of digital technology helps share teaching and learning specialisms and expertise across the whole partnership area.
- Receiving schools state that inductees and newly-qualified teachers are confident in the use of digital technology in their own learning and teaching.
- The processes embedded within the e-portfolio contribute to students developing as critically enquiring professionals. It also fosters good practice for maintaining evidence for GTCS Professional Update.

**Main contact:** Dr Morag Redford

**Website:** <http://www.uhi.ac.uk/en>

### **Case study: The TePL network - Northern Partnership**

#### **The TePL (Technology- enabled Professional Learning) Network**

The network was set up in 2014 to explore innovative ways of collaborative working across physical boundaries to enhance professional learning at all levels within the Northern Partnership. Professional learning in the TePL network involves all the key stakeholders including local authority representatives, school leaders and teachers, student teachers, university tutors and researchers. The pilot network consists of three LA partners, eight schools, staff at the School of Education and student teachers (primary and secondary).

The schools and the School of Education in the TePL network are all linked through a range of technologies which enables the concept of Shared Learning Spaces to evolve. These visual spaces merge the physical and virtual. Using sophisticated video cameras and interactive whiteboards which are digitally connected, Shared Learning Spaces are the locus of learning which enable teachers, pupils, teacher educators and student teachers to work together virtually in different ways regardless of physical distance e.g. sharing lessons across schools, pupils 'teaching' other pupils within schools and across Local Authorities, professional learning events, student teacher-led sessions and partnership meetings and so on.

The focus of this case study is the exploration of professional learning partnerships involving early career teachers, experienced teachers and student teachers working with foreign languages across different contexts. In particular in the context of the Scottish Government's 1+2 strategy, it experiments how secondary students of Modern Foreign Languages (MFL) teachers are better prepared by primary teachers to support foreign language learning across school sectors – and vice versa.

### **The Case Study:**

We believe that in order to explore innovative ways of making learning more inclusive we need to ensure that early career teachers enter the profession well equipped not only to be constantly updating their technological skills but knowing how to deploy these to enhance pupil learning and attainment. Ertmer (2013) confirms that many teachers and new entrants to the profession embrace 'first order change' using technologies that mirror or expedite existing classroom practices'. However, within the TePL network we are focussing on 'second order change' which involves new ways of 'seeing and doing' by harnessing the potential of emerging technologies to add breadth, depth and relevance to learning reflected in Curriculum for Excellence and the GTCS standards.

### **Professional Enquiry**

The professional enquiry was set within a 1+2 framework with 11 MFL PGDE students at the University of Aberdeen working with ten early career and experienced teachers to explore how technologies might enhance primary pupil learning of MFL in schools in Aberdeen City Council LA and Highland Council LA. Partners wished to develop professional learning contexts in Shared Learning Spaces to promote what in 2010 had been described as 'effective collaboration (which) remains relatively rare' (Donaldson, 2010:47).

### **Connectivity and co-delivery**

Each secondary MFL student teacher was supported in planning, teaching and evaluating a primary foreign language teaching episode in collaboration with classroom teachers and the MFL tutor in order to reflect on organising learning in Shared Learning Spaces with younger learners i.e. in the primary rather than secondary sector, as a means of considering the implications of 1+2 during their probationary year. The students worked in small groups across a range of primary ages and created their own resources and plans in collaboration with the primary teachers and tutor. The pilot was organised as follows:

1. Two individual days for **familiarisation** with and experience of **technology-enhanced teaching** through student teachers teaching pupils in *Shared Learning Spaces* with support from primary classroom teachers.
2. Conceptualising a **focus of professional enquiry** with the teacher tutor at the university and sharing the outcomes across the network.

3. Student teachers digitally **linking** with classroom teachers to plan episodes from lessons in more detail and start to build professional relationships.

4. Two days of **Virtual Teaching** in the *Shared Learning Spaces* in February and May with pupils ranging from P1 to P7 (an early session observed by the Aspect Review team).

5. Analysis and reflections of the experiences (including feedback from the teachers and pupils) using evidence collected during the experience i.e. video recordings of the links, transcribed audio recordings of MFL post-lesson discussions, short written reflections by individual students, extracts from school placement reports, semi-structured interviews between student teachers and the tutor and collaborative discussions with the classroom teachers who had discussed the experiences with their own pupils.

### **Sustainability**

This innovative approach to building professional learning partnerships between students and class teachers, specifically involves the future involvement of the early career teachers, and is already embedded in the 2015-16 PGDE MFL programme. The same *modus operandi* will now be rolled out in other PGDE subject areas.

### **How is it making a difference?**

- Positive impact of virtual teaching sessions in Shared Learning Spaces in ITE programmes (with a clear intention of laying the foundation for probationary year development and beyond).
- Using recorded virtual teaching episodes adds evidence of the impact of carefully designed teaching materials with new cohorts of students and for LA QIOs to use with classroom teachers for CLPL or for the schools to use the recorded lessons to promote their own professional learning.
- Broadening partnership relationship building between teachers. Different sectors i.e. the primary school teachers working in partnership with secondary ITE students.
- Laying the foundation for a clear MFL focussed professional enquiry pilot between schools and between schools and the university.
- Making further links with LA Development Officers to explore how virtual teaching by student teachers can be capitalised to provide a genuine platform for professional learning.
- Enrichment of the conceptualisation of both professional enquiry and the practices of digital resources to review how learning takes place, how it could take place and the relative impact of virtual teaching on enhancing the professional relationships between stakeholders within the partnership.
- Understanding ways of meeting the demands of the 1+2 programme across schools where the supply of teachers with appropriate language skills is currently limited.
- Re-conceptualisation of how languages can be learned as the student teachers enter the profession with enriched experiences.

- Enabling primary teaches working with MFL student teachers to gain confidence in using technology effectively to promote pupil learning.

**The key** - mutual benefits for all participants in the network and especially providing motivating experiences for the pupils.

**Main Contact:** Professor Do Coyle, Head of School of Education

**Website:** <http://www.abdn.ac.uk/research/tepl/>

## **Case Study: West Partnership**

### **Aligned Documentation**

#### **Who is involved?**

The West Partnership consists of the Universities of Glasgow and Strathclyde, and the local authorities of North Ayrshire, East Dunbartonshire, Glasgow City, Renfrewshire, West Dunbartonshire, East Renfrewshire, North Lanarkshire, South Lanarkshire and Inverclyde. The partnership appointed a small project team and an operational group in August 2014 to facilitate new or improved ways of partnership working in teacher education. The Project Leader in collaboration with operational group colleagues produced a vision paper for the partnership setting out priorities going forward.

#### **What are they doing?**

First amongst the priorities as agreed by all the stakeholders was the need to bring coherence and consistency to partnership documentation in terms of alignment of placement experience, a common assessment framework, and the use of common language when working with colleagues in schools. To facilitate this process the project team hosted a conference in November 2014 attended by teachers, Headteachers, local authority representatives and university tutors the result of which was that working groups consisting of primary and secondary school colleagues as well as university personnel were established to take forward the proposals suggested by the conference evaluations. Ultimately these proposals were the genesis of changes and developments to the paperwork used by the University of Glasgow and the University of Strathclyde in their student placement programmes for PGDE.

The project team was tasked with ensuring that the change process was undertaken in line with the principles set out for partnership working in the NFA:

**Joint assessment:** Changes made to the documentation ensure that joint assessment is an integral feature of school placement. Crucial to the process is an understanding of the benefits which professional discussion following observations contributes to student experience.

**Need for clear and consistent documentation:** has been assured by the agreements reached in collaboration by all stakeholders on the changes to the documentation and

how the new paperwork should look. This will clearly impact on school placement experience in terms of effectiveness.

**Collaborative engagement:** has been the defining criterion of progress made in the work of West Partnership. The project team has consulted widely with all the stakeholders on suggestions for change to the documentation. The team has facilitated meetings between university and local authority and school colleagues which ensure that documentation has changed to embrace partnership principles.

**Sustainability:** The vision is that the improved shared documentation will be used by the two universities and their partner authorities and schools for the foreseeable future. Given that it has been produced in agreement with all stakeholders this self-evidently will be the case.

### **How is it making a Difference?**

Schools hosting students from both universities will now use the same paperwork to record progress, observations and final reports. This is likely to minimise confusion for school partners as well as underlining the equity of experience and expectation for all parties. Terminology has also been aligned, further reducing confusion. The decision to move to common documentation also looks ahead towards ensuring the sustainability of the partnership approach.

**Main Contact:** Joanna Holmes

**Website:** <http://www.strath.ac.uk/humanities/schoolofeducation/>

### **Case Study: Strathclyde University**

#### **Who is involved?**

Local Authority staff from Glasgow City Council  
University of Strathclyde  
Students from University of Strathclyde, Newly Qualified Teachers and teachers within Glasgow City Council

**What are they doing?:** The focus of the Strathclyde Enhanced Partnership Initiative pilot (SEPI) was on developing partnerships between universities, education authorities and schools in order to enhance the support and assessment of student progress on school placement and foster a culture of professional learning from the outset of Teacher Education.

**Collaboration:** The university was focused on establishing genuine partnerships and the direction of “SEPI” was achieved through consultation with local authority colleagues and school based colleagues, over several sessions. From the consultative process, shared support and assessment of students, between school and university based staff, along with a continuum of Professional Learning at all career stages, emerged as the joint priorities for any enhanced approach to Teacher Education.

**Connectivity and students' experiences:** Collaborative engagement between school and university cultivates improved communication systems and creates a more seamless learning journey for student teachers. Shared assessment is a key feature of SEPI and fosters a deeper shared understanding of the Standards. Students are encouraged to reflect on their progress through a framework of literature; engaging in peer "Observation" (Obs) and "Post Observation Discussions" (PODS). The process of Obs and PODS triggers critical self-reflection. Experienced staff, both school and university based, reported that the cycle of reflecting with students and Newly Qualified Teachers, also led to critical self-reflection of the Professional Standards practiced by themselves.

**Sustainability:** The sustainability of the Enhanced Partnership approach has been uppermost in the mind of the partnership. Recent Scottish Government funding has enabled the Partnership to appoint a team, skilled in building relationships, to nurture communication, which is seen as crucial during this transition period. The features of the enhanced partnership approach themselves have been highly evaluated by all stakeholders. However, "change management" is a key factor in rolling out the approach.

**Reciprocity:** The priority given to establishing a continuum of professional learning was enacted in a range of reciprocal ways. Funding was provided by the university for teachers in the partnership to study at SQA level 11, for a Post Graduate Certificate in "Supporting Teacher Learning". University based staff joined the cohort which contributed to shared experiences and conversation. This PGCert. achieved Professional Recognition from the GTCS. School-based colleagues in turn contributed to the planning and delivery of on-campus content.

**How is it making a difference?** The continuum of professional learning, beginning with students reflecting on their practice using a theoretical framework, and supported by school and university based colleagues, who themselves have close links to professional learning, is increasing the confidence and knowledge base of all participants. This continued deepening of understanding, of how teachers learn, influences the culture within individual schools and ultimately impacts on the quality of learning and teaching experiences offered to children.

**Main Contact:** Catherine Whitley

**Website:** <http://www.strath.ac.uk/humanities/schoolofeducation/>

## Case Study: University of Glasgow

### PGDE Partnership Model

#### Who is involved?

Local Authority staff from Glasgow City, North and South Lanarkshire, West Dunbartonshire, North Ayrshire, East Renfrewshire, Inverclyde  
University of Glasgow

#### What are they doing?

The Partnership Model of School experience which began as a small pilot study in 2011 was rolled out much more broadly over subsequent academic sessions to include many more Local Authority partners. This model, using a cluster approach of two secondary schools and a number of associated primary schools in a cluster, ensured that a stable group of students from both primary and secondary schools worked with named tutors across all three placements and two schools within the cluster. This model of placement includes students and staff participating in learning rounds, seminars which take place in the schools during the placement, and joint assessment of the students by school and university partners.

**Quality of Student Learning Experience:** By sharing the structure of the model with Local Authority representatives, school staff, university staff and students, a far greater understanding was achieved about the requirements and standards of school experience placement. All parties understood that they contributed significantly to ensuring the quality of the placement. Students particularly understood that the assessment of their placement no longer depended on a one-off assessed lesson. Increased tutor presence in schools contributed to better lines of communication and quicker responses.

**Joint Assessment:** assessment information is collected by both school and university staff who observe students teaching in their classrooms, participating in learning rounds, engaging with wider aspects of school life including cross-curricular and extra-curricular activities, participating in seminars and the joint assessed lesson. Discussions concerning the students' progress and development and their attainment of the required standard for each placement, culminating in their achievement of the Provisional Standard for Registration take place routinely between school and university partners and decisions and comments are shared with the students at the end of the placements.

**Collaborative Engagement:** this partnership arrangement has so far provided a relatively stable group of university tutors working with established placement clusters facilitating opportunities for joint planning and development. Working together on joint assessment has advanced a shared understanding of the Professional Standards meaning that their use as a support for formative assessment is significant as well as summative descriptors. Opportunities for school staff to deliver and/or participate in the school-based seminars have been positively received and are seen as a potential development for the sustainability of the model. The mixed grouping of primary and secondary students has encouraged greater cross-sectoral understanding of the learning environments in both primary and secondary schools.

## How is it making a Difference?

Shared understanding of requirements of placement experience, including roles and responsibilities; consistency of terminology and documentation; shared expertise of school and university partners; less fragmented assessment of the placement component; better shared understanding of the Standards.

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## Case Study: University of Glasgow – Dumfries Campus

**Collaboration:** University partners of The Master of Arts in Primary Education (MAPE) course from University of Glasgow (Dumfries Campus) and Local Authority personnel comprising of Teaching Fellows and the Teacher Education Early Phase Development Officer agreed to collaborate on producing guidance on the Standard for Provisional Registration, which would exemplify practice for students in Dumfries and Galloway schools. This was intended to precede the Standard for Full Registration guidance which was in the process of being updated and revised.

**Connectivity and Students' Experiences:** Students were asked to comment on the Standard for Provisional Registration (SPR) booklet and their feedback was that it reflected their experiences as a student teacher in Dumfries and Galloway schools.

**Sustainability:** The role of the Teaching Fellows in sharing the standards, by developing aspects of school experience and observing students whilst on placement, provided triangulation of evidence in their students' learning, for the university. The Teaching Fellows have proved to be vital components in this process and one which, with funding, it is hoped will continue.

**Reciprocity:** Joint working and collaboration on joint projects such as the SPR booklet and the further development of school experience have further strengthened the links between the university and Dumfries and Galloway schools.

## How is it making a difference?

Student teachers are able to use the SPR document to reflect against their practice. Their understanding of the exemplification of each of the Standards is leading to better quality learning and teaching. This will then lead to using the Standard for Full Registration document when they become probationer teachers and demonstrates that the Standards are a progressive continuum. This affords the student and probationer teacher the ability to reflect and evaluate at a more systematic level.

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## Appendix 4

### Glossary:

**Student teachers** include those who are undergraduates, following a PGDE and those who are undertaking part-time post-graduate study.

**Newly qualified teachers (NQTs)** are those who are engaged in their first, or probationary, year of teaching.

**Mentors in schools** are those teachers who are charged with providing mentoring/coaching support to students or NQTs.

**Regents in schools** are those teachers, usually senior staff, who are charged with overseeing the placement, support and progress of student teachers and NQTs. Masters level learning refers to modules leading to credits at SCQF level 11. These modules can be optional or compulsory within some ITE courses. These can also be undertaken once ITE has been completed and counted towards a Masters degree.

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