



**Education
Scotland**
Foghlam Alba

Transforming lives through learning

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Education Scotland

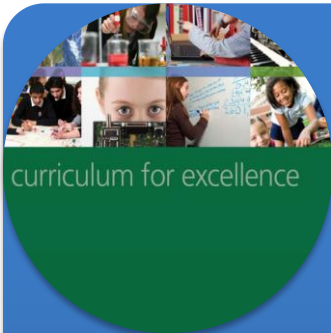
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Reflecting on Teaching Scotland's Future



Summary of current policy context



Curriculum for Excellence:
what and how children will learn



TEACHING
SCOTLAND'S FUTURE

Report of a review of teacher education in Scotland

Graham Donalds
December 2012

National partnership to improve teacher professionalism



ADVANCING
PROFESSIONALISM
IN TEACHING

The Report of the Review of Teacher Employment in Scotland

September 2013

Establishing conditions to enable teachers to teach more effectively



Supporting and challenging Improvement



Reflecting on *Teaching Scotland's Future*

- School education can realise the high aspirations Scotland has for its young people through supporting and strengthening, firstly, the quality of teaching, and secondly, the quality of leadership.
- Teaching should be recognised as both complex and challenging, requiring the highest standards of professional competence and commitment.
- Leadership is based on fundamental values and habits of mind which must be acquired and fostered from entry into the teaching profession.

- The imperatives which gave rise to Curriculum for Excellence still remain powerful and the future well being of Scotland is dependent in large measure on its potential being realised. That has profound and, as yet, not fully addressed implications for the teaching profession and its leadership.
- Career-long teacher education, which is currently too fragmented and often haphazard, should be at the heart of this process, with implications for its philosophy, quality, coherence, efficiency and impact.

- 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.

50 recommendations

- The right people in the right numbers (workforce planning)
- The Early phase of teacher education
- Continual professional learning
- Leadership

Moving from **continuing professional development** to the concept of *career long professional learning*

Moving from being *reflective practitioners* to
becoming *enquiring practitioners*

Masters level learning?

- Significant numbers of teachers have skills in professional enquiry: do they continue to use and refresh these as a way of 'being a teacher' throughout their careers?
- Improving the quality of learning for all
- Accreditation at masters level: maximum accessibility and flexibility is needed
- Accreditation of prior learning or current learning?

Career-long professional learning

- The right **blend** and **balance** for each individual teacher
- Blend – variety of methods and approaches (both individual and collaborative)
- Balance – individual, school and system level priorities
- Staff awareness of the impact of professional learning on pupil learning
- PRD: annual event or ongoing dialogue?

Support for student and probationer teachers

- Blend and balance of activities
- Quality and impact of mentoring
- Continuity from ITE
- Programme of learning (non-contact time)
- Arrangements for assessing the progress of student and newly qualified teachers

Key question for all HTs ?

How are you building the capacity of your staff ?



Creating the Climate



- Lead Learners
- ethos of support + challenge
- opportunities for leadership



Self-Evaluation

Professional Review + Development

Self-Evaluation

adult learning (andragogy)

Pedagogy
Student Learning

Impact ↑ +

Capacity ↑ +

- transformational ↑
- enquiring ↑
- reflective ↑
- effective ↑