

## **Supplementary Written Submission from COSLA**

### **Current Status of Modelling Work**

Confidential modelling work by ADES in 2022 indicated that over 3800 teachers would be required for a reduction in class contact time by 1.5 hours, based on returns from 30 councils. This modelling was based on the number of teachers required for immediate complete implementation, across primary and secondary, with the then pupil numbers.

Current modelling estimates the teacher numbers required to implement RCCT in primary by August 2027 and secondary by 2029. It is based on teacher to pupil ratios, takes account of projected pupil numbers, and with an adjustment for smaller schools and other local factors. The modelling is being refined and is intended to estimate potential costs, including the full teacher pay bill and anticipated pay increases.

### **Probationer Arrangements**

We have been unable to identify the source of the anecdotal remarks regarding how probationer placement arrangements work in other countries and therefore have carried out some of our own original research into a small selection of other countries' approaches (see attached). A colleague in the Education Directorate suggested looking at two specific countries: Japan and Switzerland. You will find these included in the attached.

I hope this is helpful.

Best regards

**Stuart Bain**  
**Chief Officer – COSLA Employers Team**

| International approaches for probationary periods for teachers |                                                                                                                 |                                                                                                          |                                                                                                                                                                                               |                                                                                                                                                |                                                                                                                                                                                                                  |
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|                                                                | Typical probationary period                                                                                     | Core model                                                                                               | Assessment and support                                                                                                                                                                        | Policy relevance                                                                                                                               | Teacher choice over probationary placement                                                                                                                                                                       |
| Scotland                                                       | One academic year (normally 190 days) through the Teacher Induction Scheme; a flexible route is also available. | Guaranteed training post for eligible graduates, leading from provisional to full registration.          | Reduced teaching commitment, structured support and evidence against the Standard for Full Registration; the General Teaching Council for Scotland oversees registration.                     | A nationally coordinated, funded entitlement that combines workforce allocation, mentoring and a registration decision.                        | Limited under the Teacher Induction Scheme: graduates state preferences but are allocated a post nationally. Greater choice is available through the Flexible Route, where teachers secure their own employment. |
| England                                                        | Two years of statutory induction for early career teachers.                                                     | Induction linked to the Initial Teacher Training and Early Career Framework and the Teachers' Standards. | An induction tutor, mentor, progress reviews and formal assessments are required, with an "appropriate body" providing quality assurance. Early career teachers receive timetable reductions. | A longer developmental model with external quality assurance; it is distinct from any contractual probation imposed by an individual employer. | High as early career teachers normally apply for and accept a post with an eligible school or setting, so location depends on the jobs they choose and secure.                                                   |

| International approaches for probationary periods for teachers |                                                                                                                                                                                                         |                                                                                                                              |                                                                                                                                                                                   |                                                                                                                                                        |                                                                                                                                                                   |
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|                                                                | Typical probationary period                                                                                                                                                                             | Core model                                                                                                                   | Assessment and support                                                                                                                                                            | Policy relevance                                                                                                                                       | Teacher choice over probationary placement                                                                                                                        |
| Ireland                                                        | Completed within an academic year, subject to minimum professional-practice requirements; for primary teachers the 2026/27 process requires at least 60 consecutive school days in an eligible setting. | Droichead is an integrated induction process required to remove the relevant condition from registration.                    | School-based induction led by a trained Professional Support Team, plus cluster meetings and other professional learning activities.                                              | A peer-supported, school-based model in which professional learning and registration are integrated rather than framed mainly as employment probation. | High as teachers generally secure an eligible post themselves, subject to the school participating in Droichead and the placement meeting programme requirements. |
| New Zealand                                                    | At least two years for most provisionally certificated teachers; overseas evidence may reduce the New Zealand requirement to one year.                                                                  | Formal induction and mentoring while holding a provisional practising certificate, leading to a full practising certificate. | Goals, reflection, professional records and evidence against professional standards. A mentor and professional leader support and endorse the application for full certification. | A sustained, evidence-based transition to independent practice, with portability when a teacher changes employer.                                      | High as teachers choose and secure their own teaching employment. Induction evidence can continue across employers, giving additional flexibility if they move.   |

| International approaches for probationary periods for teachers |                                                                                                                                   |                                                                                                       |                                                                                                                                                            |                                                                                                                   |                                                                                                                                                                          |
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| Canada                                                         | Support is concentrated in the first years of employment; the New Teacher Induction Program (NTIP) records successful completion. | Provincial induction delivered through school boards, rather than a single national probation system. | Orientation, mentoring, professional learning and performance appraisal form the core elements; completion is reported to the Ontario College of Teachers. | Illustrates a decentralised model in which induction is provincially designed but locally delivered and recorded. | High as teachers apply to school boards and accept employment in their preferred area, although the specific school assignment may be determined by the employing board. |

| International approaches for probationary periods for teachers |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                     |                                                                                                                                                                         |
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| Netherlands                                                    | A statutory trial period which is normally no more than one month for fixed-term contracts longer than six months but shorter than two years, and two months for permanent contracts or fixed-term contracts of two years or more. No trial period is permitted for contracts of six months or less. In secondary education, a first one-year fixed-term appointment may instead operate as a broader trial contract with a prospect of permanence. | Primarily an employment-law and collective-agreement model, not a nationally prescribed probation route to full teacher registration. Schools have substantial autonomy over personnel policy, within sector collective labour agreements. | A written trial-period clause allows either party to terminate immediately during the short statutory period. This is separate from induction and professional support for beginning teachers, which are organised locally by schools and boards rather than through a single national assessment framework. | Offers a useful contrast between a tightly limited legal trial period and a longer fixed-term appointment used to assess suitability. It also illustrates decentralised induction without a national registration decision at the end of probation. | High as teachers apply directly for posts with schools or boards. Choice is employment-led, although vacancies and employer selection determine the available location. |

| International approaches for probationary periods for teachers |                                                                                |                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                       |
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| Japan                                                          | One year of conditional employment for newly appointed public-school teachers. | A locally administered recruitment and induction model: candidates obtain a teaching licence, pass a competitive examination run by a prefectural or designated-city board of education, and enter conditional appointment. | New teachers undertake structured first-year training organised by the employing board of education, combining school-based guidance with off-site professional development. Performance during the conditional period informs confirmation of appointment. | Combines a nationally framed induction expectation with decentralised recruitment, training and employment decisions by local boards. The probationary decision concerns confirmation in public employment rather than progression from provisional to full professional registration. | Moderate as candidates choose which prefectural or designated-city recruitment examinations to sit and may express placement preferences, but the employing board allocates successful candidates to schools within its jurisdiction. |

| International approaches for probationary periods for teachers |                                                                                                                                                                     |                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                           |
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| Switzerland                                                    | No single national probationary period. Requirements vary by canton and employer; induction for new teachers may be mandatory, optional or not formally prescribed. | A highly decentralised, canton-led model. A recognised teaching diploma supports mobility between cantons, while recruitment, employment conditions and entry-to-practice arrangements are governed mainly at cantonal and local level. | In just over half of the cantons, induction for teachers in compulsory education is mandatory; elsewhere it may be voluntary, partly mandatory or absent. Support can involve universities of teacher education, cantonal administrations and schools. Teacher appraisal commonly includes lesson observations and review or appraisal meetings, but procedures differ by canton. | A strongly devolved system in which qualification recognition is coordinated across Switzerland but induction and employment assessment are locally designed. It offers no single national transition from provisional to full registration comparable with Scotland. | High as teachers generally apply directly for advertised posts in their chosen canton or municipality. Their practical choice depends on vacancies, language requirements, recognition of qualifications and the employing authority's selection process. |

Please note “probation” is not used consistently: in some jurisdictions it is a statutory route to full professional registration; in others it is an induction entitlement or an employer-led probation process.

Collated by COSLA Employers’ Team September 2026