



The Scottish Parliament  
Pàrlamaid na h-Alba

## EDUCATION AND CULTURE COMMITTEE

### AGENDA

32nd Meeting, 2012 (Session 4)

Tuesday 4 December 2012

The Committee will meet at 10.00 am in Committee Room 6.

1. **Decision on taking business in private:** The Committee will decide whether to consider its approach to the scrutiny of the Post-16 Education (Scotland) Bill at Stage 1 in private.
2. **Teacher education and career-long professional learning:** The Committee will take evidence from—

Kay Barnett, Education Committee Convener, The Educational Institute of Scotland;

Professor Donald Christie, Head of School of Education, Strathclyde University;

Professor Graham Donaldson, Honorary Professor, Glasgow University;

Tony Finn, Chief Executive, General Teaching Council for Scotland;

Pam Nesbitt, President, Association of Headteachers & Deputes in Scotland.

3. **Post-16 Education (Scotland) Bill:** The Committee will consider its approach to the scrutiny of the Bill at Stage 1.

Terry Shevlin  
Clerk to the Education and Culture Committee  
Room T3.60  
The Scottish Parliament  
Edinburgh  
Tel: 0131 348 5204  
Email: [terry.shevlin@scottish.parliament.uk](mailto:terry.shevlin@scottish.parliament.uk)

The papers for this meeting are as follows—

**Agenda Item 2**

SPICe Briefing

EC/S4/12/32/1

PRIVATE PAPER

EC/S4/12/32/2 (P)

**Agenda Item 3**

PRIVATE PAPER

EC/S4/12/32/3 (P)



## Teacher education and Career-Long Professional learning

### Issues paper for Education and Culture Committee Meeting 4 December 2012

#### Summary

Following the publication in December 2010 of Professor Graham Donaldson's review of teacher education<sup>1</sup>, a National Partnership Group (NPG) was established by the Scottish Government to consider how to implement its recommendations. Their report was published in early November<sup>2</sup> and a National Implementation Board is being established by the Scottish Government to oversee future developments. This board is an interim measure "whose priority would be to hold work streams to account and ensure that change is implemented."

Key changes proposed by the NPG include:

- local partnerships between universities and schools to integrate university based study with school placements and the probationary year
- new entry requirements and course requirements for initial teacher education, including assessments of literacy and numeracy
- phasing out the BEd from August 2013
- increased opportunity for teachers to study at Master's level
- new head teachers to have a leadership qualification by 2017
- Scottish College of Educational Leadership, to be established August 2013

A timeline of key developments is given in Annex 1. In general, the NPG recommendations have been welcomed, with some caveats. For example the EIS stated: "Whilst consensus exists around some elements of the forthcoming agenda, there are tensions also, not least in the area of resourcing" (EIS news release, 6<sup>th</sup> November). However, Professor Lindsay Paterson has queried whether the full spirit of the Donaldson report is being implemented saying: "There has been a failure right across the board to challenge the vested interests of Scotland" [the Government has] "asked the establishment to implement ideas which unsettle them." (Sunday Times, 11<sup>th</sup> November).

The General Teaching Council for Scotland (GTCS) is implementing the following:

- revised teacher standards from January 2013
- a system of 'professional update' from 2014 by which teachers will inform the GTCS of professional development they have undertaken.

<sup>1</sup> <http://scotland.gov.uk/Publications/2011/01/13092132/0>

<sup>2</sup> <http://www.scotland.gov.uk/Publications/2012/11/7834/downloads#res407761>

The Committee has two open petitions of relevance to this topic. PE01391 on behalf of Renfrewshire Parent Council Forum seeks to create a legal requirement that children are taught by a qualified teacher for 25 hours in a normal school week and PE 1409 from ENABLE, concerns the training of education staff on learning disabilities and autistic spectrum disorders. The Committee will consider these petitions at its meeting on 11 December.

## Integration

For Donaldson, improving teacher education would improve teacher quality which would improve children's education. It was not simply a case of providing an initial qualification - teacher education had to be seen as a career long enterprise. This is a substantial change in approach from one which sees separate stages of; initial teacher education led by the university, a probationary year led by the school and a generally fragmented approach to continuing professional development beyond that. Donaldson recommended that all aspects of teaching training and professional development should be better integrated. He also considered that there is too much variability within each of these stages:

“who you are, which school and which local authority you are in, and the quality of leadership and management in both can greatly affect the extent to which you develop and improve” (p.67)

From August 2013, initial teacher education<sup>3</sup> and the induction year<sup>4</sup> will be a single process based on a formal partnership between local authorities and universities. The exact nature of these partnerships will be determined locally. By creating stronger links between schools and universities, these partnerships will also be expected to improve teachers' continuing professional development (CPD) (NPG annex A p.1).

## The Early Phase

### Workforce planning

From around 2008 probationer teachers found it difficult to find permanent contracts following the completion of their induction year and this has placed the process of workforce planning under scrutiny. Student teacher numbers were greatly reduced in 2010 and 2011 and the employment situation improved between 2009/10 and 2010/11<sup>5</sup> Donaldson recommended greater flexibility in teaching degrees in order that teaching graduates would be able to apply for a wider range of careers and he also recommended improvements to the workforce planning process itself.

The NPG report stated that: “The Scottish Government will liaise with local authorities during the autumn on workforce planning matters more formally than in previous years” (NPG report, annex A p.4). University Careers Services will be asked to provide information to students on transferable skills from teaching degrees.

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<sup>3</sup> University based teacher education comprising either a four year BEd or one year Postgraduate diploma.

<sup>4</sup> Guaranteed year of employment as a teacher during which teachers aim to meet the standard for full registration in order that they can register with the GTCS as teachers.

<sup>5</sup> [GTCS employment survey](#) % of the previous year's probationers in full time permanent contracts by the following May was: 48% in 2006/07, 35.7% in 2007/08, 25.5% in 2008/09, 20.5% in 2009/10 and 24.9% in 2010/11. Figures for 2011/12 are not yet available.

## **Selection**

Donaldson recommended more rigorous selection to initial teacher training - both in academic terms and "being clear about the qualities and capacities which are associated with high quality teachers" (p.27). He suggested developing a national assessment centre, and that candidates undertake literacy and numeracy tests. This would enable weaknesses to be addressed during the teaching course, rather than acting as a barrier to enrolment. He also wanted online resources to allow students to reach a defined baseline ability in these areas in advance of enrolling on a course (rec 13).

The GTCS will publish revised entry requirements to initial teacher education in Spring 2013. After this, the National Implementation Board will consider the merit of a national assessment centre. Examples of current entry requirements are in Annex 2.

Following pilots, from September 2013, all prospective student teachers will be able to take a 'diagnostic assessment' of literacy and numeracy<sup>6</sup>. This will be at SCQF level 5 (equivalent to standard grade credit). This is not a new entry requirement, but will identify where students need extra support during their course. Professor Lindsay Paterson has criticised the proposals for literacy and numeracy tests, saying: "it is completely pointless – not least because if you fail the tests you are not going to be rejected – you are going to get remedial help." In terms of entry requirements he thought that: "we should be looking for students in the upper half of the distribution of attainment and we're not getting them." (Sunday Times, 11<sup>th</sup> November).

## **Content and structure of the teaching degree**

Teacher education is provided by the Universities of Aberdeen, Dundee, Edinburgh, Glasgow, Stirling, Strathclyde, UHI and West of Scotland with some provision by the Open University. Students can either do a four year BEd or a one year post graduate diploma, the PGDE. All teacher education courses must meet the requirements of the GTCS. Despite this, Donaldson noted that there is: "unacceptably wide variation in the overall quality of students' university experience." Following Donaldson's recommendation for "a radical reappraisal of present courses and of the guidelines provided by the GTCS" (rec 14) new guidelines are expected in Spring 2013. He also recommended that university based teacher educators should have an agreed CPD programme (rec 23). As a result, 'Professional Update' will extend to University teacher educators.

The BEd is being phased out and replaced with "degrees combining professional studies with in depth academic study beyond the field of education"(NPG para 12). The last entry to BEd courses will be Autumn 2013.

PGDE students spend about half their time on placement in schools and BEd students spend 30 weeks over four years (Donaldson p.41). Donaldson noted that a sizeable minority (23%) of students had a poor experience on placement. He therefore suggested stronger quality assurance (rec 17, 19) and greater partnership working (rec 15). He considered that: "a school which is recognised as offering a model of good practice in promoting professional learning could become a hub teaching school, working collaboratively with a university or other agency and with neighbouring schools." (p.45).

The NPG considered that while the 'hub teaching model' might work in some areas, it would not be suitable for others (annex A, p.11). Instead, the NPG recommended that

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<sup>6</sup> This will be an assessment of literacy and numeracy in order that areas of weakness can be identified and addressed before or during teacher training.

formal partnerships between local authorities and universities should oversee the early phase of a teacher's career – initial teacher education and the induction (probationary) year. Assessments for students on placement will be undertaken either by school staff or university staff based in schools. It will be up to local areas to decide which. The NPG reported that partnerships developed by the Universities of Glasgow, Strathclyde and Aberdeen with various local authorities had already “generated enhanced professional dialogue” (NPG report p.22).

Donaldson noted that there are always demands for particular topics to be covered in initial teacher education but considered that: "any expectation that initial teacher education will cover all that a new teacher needs to know and do is clearly unrealistic." (p.34) although he suggested the following core elements:

- how to address underachievement
- teaching literacy and numeracy
- addressing additional support needs (particularly dyslexia and autistic spectrum disorder)
- effective assessment
- managing challenging behaviour

[PE01409](#), from ENABLE, asks that all teachers and support staff are fully trained to provide the right additional support for children and young people with learning disabilities and/or autistic spectrum disorders in Scottish schools. On 17<sup>th</sup> April the Education and Culture Committee agreed to consider the issue in the context of the Donaldson review. The issue was also raised during a session on additional support for learning on 15<sup>th</sup> May 2012 and with the Cabinet Secretary on 26<sup>th</sup> June. He stated that teachers should have a knowledge of additional support for learning (ASL) issues when they leave their initial teacher training:

Michael Russell: The assurance that I have from the heads of the institutions [...] is that every teacher will have a knowledge of the issues when they leave teacher training college, and that is how it should be. If any teacher does not have that, we need to ensure that they get it, so I will ensure that we check that out. (26<sup>th</sup> June, col 1282-3).

The NPG report did not make recommendations that specifically mention initial teacher training on additional support for learning. However, ASL is raised as a priority area for career long professional learning (para 48, NPG report) and, as mentioned, the GTCS is due to publish new course requirements for initial teacher training in the spring.

## Induction

The probationary year<sup>7</sup> has been widely praised as a successful innovation from the McCrone Agreement. However, Donaldson found that only just over half of probationers thought the CPD undertaken during the induction year was effective or very effective. He therefore recommended stronger quality assurance and greater integration with the university phase of training (rec 26). He recommended better support for those mentoring probationers and that mentoring should continue beyond the induction year (rec 31). In

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<sup>7</sup> the guaranteed year's employment following completion of initial teacher training, which enables teachers to gain the standard for full registration in order to become fully registered teachers which enables them to teach in Scottish local authority schools.

response, guidance on mentoring has been issued by Education Scotland and mentoring and coaching are to be part of the revised annual review system for all teachers.

In order to allow for study time, probationers were initially expected to do 70% of the class contact time expected of a fully qualified teacher. Just prior to the Donaldson report's publication the Scottish Government and COSLA had agreed, in November 2010, to increase the class contact time of probationer teachers from 70% to 82% of a fully registered teacher. SNCT terms and conditions changed in August 2011. Donaldson recommended that class contact time could be increased in a managed way as the teacher gained experience (rec 30). Accordingly, the NPG recommended that the amount of class contact time would start at 80% and could increase over the probationary year "for teachers whose progress is deemed satisfactory" (annex A, p.16).

## **Career long professional development**

Once teachers have finished their probationary year and met the standard for full registration i.e are fully registered teachers, the current system for improving their skills comprises annual reviews (professional review and development) and 35 hours contractual continuing professional development (CPD). Until 2010, teachers could gain the status of Chartered Teacher. This could be attained by study at Master's level or accreditation of prior learning and attracted increased salary.

The NPG report places great emphasis on using a revitalised system of professional review and development (PRD) to progress teachers' career-long learning. There will be better access to information about CPD and both the annual review and CPD records will contribute to the system of 'professional update' which the GTCS is developing. All of this will be underpinned by revised teaching standards.

## **Teaching Standards**

In order to maintain their registration with the GTCS (and therefore in order to work in Scottish local authority schools), teachers must meet the standard for full registration. There are currently four standards covering: initial teacher education (for probationer teachers), full registration (for all practising teachers), chartered teachers and headship. A prospective head teacher has to meet the standard for headship before being appointed.

In order to develop "a culture where priority is given to attaining, maintaining and exceeding professional standards" Donaldson recommended revising the existing standards and creating a new Standard for Active Registration, which would be "challenging and aspirational, fully embracing enhanced professionalism for teachers in Scotland." (rec 35, 36)

The GTCS has since [drafted and consulted](#) on revised standards which will apply from early 2013. This includes a new Standard for Career Long Professional Learning which aims to: "support teachers to develop and advance their thinking, learning, practice and expertise throughout their careers. ... Teachers who work with this standard will evolve and develop their practice and expertise beyond the registered level." School Leaders' Scotland have welcomed the proposed new standards, but the EIS have been critical of the consultation process, saying: "a more open process would have facilitated the expression of dissent." They objected to phrases such as: "transformative change in practice" as implying that teachers are not doing a good job (TES, 16<sup>th</sup> November).

The new standard of career-long professional learning reflects the increased emphasis on this issue which stems from the Donaldson report and the GTCS development of a 'professional update.'

## **Career Long Professional Learning**

There is a wide range and availability of continuing professional development (CPD) across Scotland with an increasing emphasis on local, school based activity. Donaldson approved of this tendency and wanted greater emphasis on professional networks, that is: "professional learning communities which support and challenge one another around agreed areas for improvement."

Donaldson recommended that CPD should be monitored for its effect on pupil outcomes (rec 34). In response, the NPG recommended that a teacher's annual review would include discussion of how a teacher's professional learning has impacted on pupils (annex A, p.18).

Donaldson suggested that there were certain core elements that continuously need to be refreshed throughout a teacher's career. These were: child protection, literacy, numeracy, health and wellbeing, child development, government policies, mentoring, reflective practice, subject knowledge, pedagogy and assessment. He also considered that all teachers should be trained in mentoring (rec 39) and that national strategies should be developed to address subject specific areas where research shows there is a need for improvement. He referred to modern languages in primary schools, science, aspects of mathematics and Gaelic (rec 42). He also recommended that, in order to address the 'policy/practice' gap "new national initiatives should include a teacher education strategy" (rec 38).

In response, the NPG recommended that the National Implementation Board would publish an annual paper setting out priorities for professional learning (para 49) and suggested that these might include: Gaelic medium education, additional support needs, modern languages and teaching in certain contexts – such as rural or deprived areas (para 48). A replacement for CPD Find (an online database of CPD opportunities) is intended to improve information about CPD opportunities and encourage more online 'communities of practice.' An 'e-portfolio' will enable teachers to keep track of their development with a view to completing PRD and the professional update. The National Implementation Board will also look into how teachers can access University education research.

## **Professional review and development**

Donaldson found that a quarter of teachers thought that professional review and development (annual review) was ineffective or very ineffective at identifying priorities for CPD. He recommended that the annual review process should be used to record the effectiveness of CPD and it should be linked to the proposed Standard for Career Long Professional Learning.

Similarly, McCormac found that annual review "often lacks credibility and is subject to wide variation" recommending that "all teachers should be engaged in a revitalised process of Professional Review and Personal Development (PRPD) which should be implemented consistently and on a national basis" [rec 2]. Other staff who contribute to educating pupils should also be entitled to PRPD and staff acting as reviewers should be properly trained (recs 4 and 5).

Following these reviews, the GTCS issued [an advice note](#) to local authorities emphasising that annual review is part of a continuous process of support for teachers rather than just an annual interview.

The annual review involves managers in a mentoring and coaching role and guidance on this has recently been published by Education Scotland. The NPG recommended that: “enhanced practice should then be rolled out to all local authorities as soon as possible.” On-line resources will be available by April 2013.

The NPG noted that: “effective operation of PRD across Scotland is also crucial to the successful implementation of the system of Professional Update”.

## **Professional update**

By 2014, all teachers should be involved in a process of ‘professional update.’ Legislation<sup>8</sup> requires the GTCS to develop 'reaccreditation' schemes that: “set out measures to be undertaken for the purposes of allowing it to keep itself [the GTCS] informed about the standard of education and training of registered teachers”. From the outset, the GTCS has sought to involve stakeholders in the development of what it has termed “professional update”. A consultation, which closed in March 2012, found general support for the proposals but raised the following issues:

- how the scheme and associated CPD will be funded
- how to avoid bureaucracy
- how to ensure it will not disadvantage teachers
- how teachers will find the time for it

The consultation summary can be accessed at: <http://www.gtcs.org.uk/independence/our-consultations.aspx>

It will be for individual local authorities to run professional update schemes, but these will be validated by GTCS. Schemes are being piloted from August 2012 in East Renfrewshire, North Lanarkshire and Perth and Kinross. The scheme involves annual review, supported by relevant continuing professional development opportunities. Every five years a Professional Update will involve “sharing of evidence to confirm that a teacher has maintained professional skills and understanding” (GTCS position statement). This will be compiled by the individual teacher and signed off by their line manager ([GTCS validation guidelines](#)).

To support the professional update process an on-line CPD portfolio is being piloted by teachers in Perth and Kinross during session 2012/2013. The GTCS note that:

“Further consideration will be required of potential costs associated with the further development and implementation of Professional Update as the pilot programmes are underway. This will include potential costs for the proposed development of a GTC Scotland on-line portfolio.”

(GTCS: summary of progress on professional update September 2012 <http://www.gtcs.org.uk/web/FILES/professional-development/professional-update-summary-of-progress-0912.pdf> )

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<sup>8</sup> Public Services Reform (General Teaching Council) (Scotland) Order 2011

There will be a single e-portfolio for the recording of professional learning and the professional update. The GTCS and Education Scotland are working on this together.

## **Masters level profession**

The Cabinet Secretary has said: "we should aspire to a vision of teaching as a masters level profession." ([9<sup>th</sup> Feb 2012](#)). While Donaldson considered that there is not enough evidence to "suggest an immediate policy of requiring all teachers to be educated to Masters level" he recommended that a greater range of CPD should be available at this level and greater encouragement should be given to pursue study at this level. "I am not advocating a Masters profession as a key policy driver, I do believe that advanced study is part of the enhanced professionalism." (ch. 1, Teaching Scotland's Future). The McCormac report endorsed this approach recommending: "A rigorous and relevant programme of CPD should be made available to all teachers; spanning initial teacher education to masters level." (rec 10). In a recent report, Education Scotland has recommended that: "the depth, rigour and relevance of professional learning for all teachers in Scotland should be raised significantly, taking account of the successful features of the Chartered Teachers programme" and using SCQF level 11 and the new GTCS standard for career long professional learning as a reference" ([Moving Forward with teacher professional learning, Nov 2012](#)).

The NPG "considers that there would be clear benefits in making a strategic commitment to move towards making teaching in Scotland a masters level profession" (para 32) and recommended increasing the number of teachers undertaking study at this level. In pursuit of this, the Scottish Teacher Education Committee will report by June 2013 on how to develop a framework to accredit prior and current learning. In addition to 'Masters level credits', the committee will develop a Scottish Masters of Education. Local authorities should set targets to increase the number of teachers with Masters level qualifications (para 38).

The Scottish Government has announced £3m over the next three years to support Masters level study. The first priority will be those teachers who are part way through their Chartered Teacher qualification and teachers who are already undertaking Masters qualifications.

Although Masters level study is advocated strongly, neither the Scottish Government nor the NPG recommended that it should attract increased salary. This has been criticised by the EIS (Herald 6<sup>th</sup> November). In addition, the outgoing president of School Leaders Scotland has expressed 'a personal concern' about whether the move to a Masters level profession is backed by evidence. He said: "We all know, albeit perhaps anecdotally, that not all of our best teachers have the best academic qualifications." (TES, 16<sup>th</sup> November p. 5)

## **Chartered Teachers**

Prior to 2010, one route to a Masters level qualification was through the Chartered Teacher Scheme created following the McCrone agreement in 2001. By May 2011, 1,216 teachers had attained Chartered Teacher status and a further 2,800 were working towards it (McCormac para 5.17). Chartered Teachers could earn up to £42,000 in comparison to a classroom teacher on the main grade scale who could earn up to £34,000 (2011- 2013 pay scale). However, around two thirds (65%) of Chartered Teachers gained that status through the accreditation of prior learning rather than through obtaining a Masters level qualification (Scottish Government, personal communication).

In November 2010, the Scottish Government and COSLA agreed to freeze entry to the Chartered Teacher scheme while the McCormac review took place. Reporting the following month, Donaldson found that:

“the programme does not always attract and reward our highest performing class teachers and the nature of the programme does not ensure that participants are better teachers as a result of gaining the award.”

He recommended that it should be more clearly linked to improved teaching skills and local authorities should have greater control over who applies for it (rec 45). McCormac recommended that the scheme be discontinued and replaced by “a system of professional recognition of teachers that demonstrates long term innovative classroom practice.”

In June 2012, the SNCT agreed that Chartered Teachers would keep their existing salary, but would not receive any further increments. In return they would be required to “make an enhanced contribution to the school or wider educational community.” The detail is set out in new guidance on the role of the chartered teacher. They “remain primarily classroom teachers and should not be regarded as part of the school’s management structure.”

Reporting in November 2012, Education Scotland found that, at their best, Chartered Teachers “gained a deeper understanding of pedagogy through direct links between theory and practice and this could contribute to a stronger focus on identifying and addressing the learning and pastoral needs of children and young people”. Whether this was the case depended on the teacher themselves, the culture of the school and the presence of other chartered teachers in the school.

## **Developing Leadership**

Underpinning the Donaldson report is the idea of ‘extended professionalism’ – an idea which fosters leadership attributes of reflective practice and taking responsibility for one’s own work. He recommended that a clear, progressive educational leadership pathway should be developed, that the routes to achieving the Standard for Headship be evaluated and that CPD opportunities for experienced head teachers should be improved. He also considered that high performing head teachers should contribute more to national policy development and a virtual college of school leadership be developed.

The National Implementation Board will develop proposals for a Scottish College of Educational Leadership, with the aim of establishing such a college by August 2013. This should be open to all those working in education – not just teachers and will have oversight of the new Framework for Educational Leadership and for the development of any new qualifications related to leadership.

As noted above, the GTCS have already consulted on a new Standard for Leadership and Management – which takes a wider view of leadership than just the role of head teacher. The NPG recommended that by 2017, all aspiring head teachers should be required to have a leadership qualification as evidence of meeting the Standard for Headship, before being appointed. School Leaders' Scotland have cautioned that: "if you make achieving the qualification too rigid then it risks putting people off and we are struggling as it is to get good people in post" (Herald, 19th November).

## External Experts

The Committee has an open petition, [PE01391](#) from Renfrewshire Parent Council Forum asking for legislation to ensure that qualified teachers teach children for 25 hours in a normal school week. This was prompted by a draft proposal by Renfrewshire Council in January 2011 that non-teachers cover 2 ½ hours of the pupil week in primary schools. The draft proposal was withdrawn but it highlighted that there is no explicit statutory provision for the number of hours children are required to be taught each week. The McCormac Review, published in September 2011 recommended that:

“the involvement of external experts in the delivery of teacher led school education should be facilitated. Schools should be encouraged to draw on appropriately skilled individuals to enhance the learning of pupils. Head teachers would determine whether these individuals may work directly with a class on their own“ and “the GTCS should develop a validation process to assist local authority schemes for the involvement of specialists” (recs 31,32).

The Committee considered the petition in [November 2011](#) and agreed to leave it open until the conclusion of negotiations on the McCormac review. In 2012, Education Scotland looked at the [involvement of external experts in schools](#), recommending that:

“external experts represent a valuable resource which teachers can use to support the learning for children and young people. They are not a substitute for the professionalism of the teachers” and “there remains significant potential to increase and improve these contributions further” (para 15).

The report mentions a wide range of types of experts who can be involved in delivering the curriculum including: community sports coaches, college lecturers, community learning staff, police officers, a theatre company, credit union staff, health professionals, fire and rescue staff, accountants and building companies.

“Their role is to work alongside the teacher using their expert knowledge and skills to enhance the curriculum.”

Education Scotland considered that: “no further national guidance is required with regard to the involvement of external experts.”

## ANNEX 1 TIMELINE

<b>Date</b>	<b>Change</b>
2001- 2006	2001 Agreement following McCrone review, phased implementation up to 2006.
Dec 2010	Donaldson Review published
March 2011	National Partnership Group established
March 2011	GTCS required to develop 're-accreditation scheme'
Sept 2011	McCormac review of McCrone agreement published
Nov 2012	National Partnership Group publish report and disband. National Implementation Board established
Jan 2013	'Professional learning' pilots in 3 local authorities with evaluation concluded by September 2013
Jan 2013	New professional standards published by GTCS
April 2013	SNCT agreement on teacher pay, terms and conditions.
April 2013	National Working Group to publish online resources for PRD
Spring 2013	GTCS to publish new ITE entry requirements and new guidelines for courses
June 2013	STEC proposals for masters level profession
Aug 2013	establish college of educational leadership
Aug 2013	Last BEd entry 2013, last graduation 2017.
Aug 2013	formal partnership arrangements between local authorities and universities
Aug 2013	e-portfolio in place, linked to CPD and professional update
Aug 2013	Scottish Government to publish research on current routes to headship
Sept 2013	Diagnostic assessments available for literacy and numeracy for ITE
2014	Full implementation of GTCS professional update scheme
Aug 2017	All new head teachers to have a qualification in leadership

## ANNEX 2: ENTRY REQUIREMENTS

**PDGE Primary** A degree plus three Highers, one of which is in English at grade C. Must also have Maths standard grade at credit level.

**PGDE Secondary** A degree including 80 credit points relevant to the teaching qualification you are studying for (40 credit points must be at second year undergraduate level or above). Higher English or an equivalent qualification.

source: Teach in Scotland <http://www.teachinginScotland.com/709.455.520.html>

### Examples of entry requirements for Primary BEd

**Strathclyde:** Highers 1st sitting: AAAB, 2nd sitting: AAABB, including English Higher (B). Also Maths Standard Grade (credit).

**Glasgow:** Highers: AAB/ABBB including English (B). Also Maths Standard Grade (credit).

**Edinburgh:** Highers: BBBB including English (if English at Grade C, then Mathematics at Grade B expected). Also Maths Standard Grade (credit).