

## **University of Edinburgh Teacher Education Partnership: Progress Report for Scottish Government - May 2014**

This report has been compiled by a subgroup of the University of Edinburgh Teacher Education Partnership Steering Group to provide summary information about the Partnership and progress made to date with key initiatives.

The University of Edinburgh Teacher Education Partnership was established in September 2013 to develop new and improved ways of working between Moray House School of Education and its Local Authority (LA) partners. The Directors of Education (or equivalent) of six Local Authorities (City of Edinburgh, East Lothian, Fife, Midlothian, Scottish Borders, West Lothian) and the Head of Moray House agreed and signed in October 2013 formal principles of partnership, based on the National Framework Agreement for partnership as recommended by the National Partnership Group. The extended University of Edinburgh Teacher Education Partnership includes two further Local Authorities (Clackmannanshire and Stirling) and a representative of the EIS Education Committee. The Partnership also has links with other organisations such as the General Teaching Council for Scotland, Education Scotland and the Scottish Council of Independent Schools.

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. Since those appointments, a series of meetings and events have been held with key stakeholders and a range of organisations, to establish new relationships and build on existing relationships.

A Partnership Steering Group, comprising senior representatives from each partner authority, Moray House and a national teachers' representative, was established to consider aspects such as the key principles for partnership, governance and communication arrangements and priorities for partnership work. Short-life subgroups of the Partnership Steering Group were convened to develop three bids for Scottish Government (SG) funding. All three bids were successful and the partnership is appreciative of the financial support that has been made available from the SG. Four Working Groups have been convened to progress key priorities:

- The Partnership Operational Group progressing for example web development and communications (SG Bid 3);
- The Initial Teacher Education (ITE) Consultation Group progressing the revised and new programme arrangements for all ITE programmes;
- The Early Phase Professional Learning Working Group (SG Bid 1);
- The CLPL Including Masters Level Learning (Credit Rating) Working Group focused on developing CLPL educational leadership provision (SG Bid 2).

A fifth Working Group is soon to convene to progress four initiatives to facilitate an increase in Masters-level learning (SG Bid 3).

The following text is provided in response to the areas suggested by the Scottish Government to capture progress against key questions posed. The appendix section contains a copy of each bid submitted to the Scottish Government, providing further detail and elaboration on key aspects of the report.

### **Which areas of practice – early career/ career-long/ leadership is the partnership focused on/in?**

The University of Edinburgh Teacher Education Partnership is engaged in progressing all four areas of the Teacher Education continuum: Initial Teacher Education; Early Phase

Professional Learning; Career-Long Professional Learning; and Educational Leadership.

**What areas of practice are you working on together?**

- **Initial Teacher Education:** The initial priority for the ITE Consultation Group is the development of MA Primary Education “with” and MA Physical Education Year 1 Professional Practice and Experience days situated in the Educational Studies Course and Primary Studies Course. Colleagues with expertise in specific areas of professional learning, from across the Partnership, are planning together at course and programme level.
- **Early Phase Professional Learning:** A working group, comprising representatives from each of the six LAs and the University with specific roles and expertise in Early Phase Professional Learning, is meeting formally on a regular basis to take forward the development of the Early Phase continuum. The first task of this working group has been to write the job specification for, recruit and select two TSF Development Officers to be seconded for an 18 month period, from August 2014, with the aim of building on the partnerships between the School of Education and Local Authorities in order to develop sustainable practices of reciprocal benefits to students, teachers and tutors across the Early Phase continuum. This reflects the positive manner in which the Partnership is working, making good use of our combined expertise.

**Career-Long Professional Learning – SG Bid 2:** A working group, comprising representatives from each of the six LAs and the University with specific roles and expertise in Career-Long Professional Learning, is meeting formally on a regular basis to take forward the development of understandings of what is necessary to underpin CLPL provision at Masters level 11. Each meeting of the working group combines a business meeting and a collaborative professional development session. The strategic intention is to enhance the quality of CLPL across the Partnership. A partnership framework of CLPL provision is being developed focusing specifically on teachers’ professional development in educational leadership. Some of that provision will have progressed through either an informal benchmarking process or a formal credit rating process.

**Career-Long Professional Learning – SG Bid 3:** A working group, comprising representatives from each of the six LAs and the University with specific roles and expertise in Career-Long Professional Learning, is soon to convene and will meet formally on a regular basis to take forward the development of processes, practices and provision in relation to four CLPL initiatives to enable:

- students graduating from relevant ITE programmes with Masters credits to continue their professional learning at Masters-level;
- Local Authority CLPL that has been formally credit rated by the UoE at SCQF level 11 to become embedded in Masters programmes;
- the anticipated Scottish Masters framework (to be launched in August 2014) and nationally recognised Masters module/course for the accreditation of current and future learning to become formally recognised by UoE and embedded in Masters programmes;
- existing and new postgraduate Masters programmes and courses to respond more quickly and flexibly to the identified needs of teachers and to their career aspirations.

The CLPL SG Bid 3 initiatives are designed to strengthen all aspects of teacher professional learning across the four phases, giving priority to specific groups of teachers with specific focus on Masters-level learning that is predominantly practice-based enquiry linked to the latest academic research. They are firmly linked to the aspirations of the Standard for Career-long Professional Learning with regard to supporting the development of teachers as accomplished and enquiring professionals, demonstrating a range of skills and qualities as adaptive experts, knowledge creators, curriculum

developers, practitioner enquirers, critical thinkers, collaborative practitioners, leading learners.

- **Educational Leadership:** As previously described, the CLPL SG Bid 2 initiative focuses specifically on teachers' professional development in educational leadership. In addition, the second and fourth CLPL SG Bid 3 initiatives focus specifically on teachers' professional development in educational leadership. In line with the national strategy to position leadership within the role of every teacher, these initiatives are also focused on developing school leadership capacity. As such, they reflect the leadership expectations embedded across both the suite of revised *Professional Standards* (GTCS, 2012) and the *Leadership Framework* (Education Scotland, 2013). Importantly, they look ahead to enhancing support for formal school leadership and management roles, recognising emergent developments associated with the formation of the *Scottish College for Educational Leadership*, the development of leadership and management CLPL provision, and the anticipated new *Qualification for Headship*. These initiatives are therefore designed to both take into account and contribute to ongoing national policy developments.

### **In what ways are schools and individual teachers participating in partnership work?**

The University of Edinburgh Teacher Education Partnership builds on longstanding partnership arrangements with schools and teachers across its Local Authorities. This provides a good basis for continued development. A key priority of the Partnership will be to engage teachers more strategically. Schools and individual teachers are being encouraged to participate in partnership work in a number of ways:

#### **Initial Teacher Education:**

- PGDE Primary Pilot Partnership Project  
Tandem placements: Peer learning and Mentoring focus; one LA school clusters.
- PGDE Secondary Partnership Projects
  1. Transitions Project (Drama students) with two Special Schools (pupils and teachers), interagency involvement, two LAs
  2. Curriculum & Pedagogy Project (English students, English Teacher, Librarian, SfL Teacher) with one urban school; one LA
  3. Critical Literacy and Picture Books (English students, English Teacher and pupils) urban school: one LA
- PGDE Secondary Interdisciplinary Partnership Project, *Adopt an Artist*, across three subject areas and in three Local Authorities, working with teacher education students and Edinburgh School of Art Students
- BEd Partnership meetings:  
Half day conference for teachers and mentors of Year 4 students.
- PGDE Primary Partnership meetings with teachers and mentors  
4 Placement Partnership meetings (twilight) per year
- BEd Physical Education year 1 project with CEC class teachers

#### **Early Phase Professional Learning:**

- Individual teachers on Teaching Fellow secondments to the university are involved in development of professional learning and Pilot Partnership projects
- Individual Deputy Head Teachers and Head Teachers have been recommended by their LA to be involved in the ITE Consultation Group and in the Early Phase Professional Learning Working Group

#### **Career-Long Professional Learning and Educational Leadership:**

- The two pilot projects of theme 2 of SG Bid 3 are designed to engage schools and up to 60 individual teachers in partnership work through the development and delivery of

teacher leadership CLPL course with the potential to be formally credit rated at Masters level 11.

- The pilot project of theme 3 of SG Bid 3 is designed to engage schools and up to 30 individual teachers in partnership work through the development and delivery of a 20 credit Masters level 11 University course based upon the learning outcomes of the new Scottish Masters module.

### **How have you communicated with teachers about partnership developments?**

The University of Edinburgh Teacher Education Partnership has communicated with teachers about partnership developments in a number of ways. For example, through:

- The recently created University of Edinburgh Partnership public web profile with information about overall and specific Partnership initiatives is developing well, with potential for ongoing communication and more extensive use by teachers
- The University of Edinburgh Partnership Steering Group. For example, powerpoints and detailed notes have been developed and distributed to all six authorities in relation to each of the four revised and accredited ITE programmes, to enable LA staff to communicate with teachers at staff professional development meetings
- Membership of the Workings Groups which includes nominated promoted/unpromoted school staff
- Partnership colleagues are engaging teachers and promoted staff in a range of ways appropriate to local contexts. Where appropriate, Moray House colleagues contribute to such initiatives including: presentation and discussion at LA Head Teachers conferences; sharing information with relevant senior staff in the Local Authority to discuss partnership implications of the new and revised ITE programmes; sharing information with school staff at Local Authority development sessions
- Regular Moray House Programme Partnership Meetings: PGDE (P) four pre-placement partnership meetings (Nursery, Infant, Middle, Upper) for class teachers and/or regents; BEd (P) Year 4 – half day professional development and support meeting for class teachers and/or regents
- An invitation to be extended to teachers across the six Local Authorities inviting them to engage with the three Masters level CPLP pilots of Bid 3

### **How will the partnership evidence the “impact” of the developments on students/teachers?**

Whilst the impact of partnership work is evidenced on an ongoing basis, the Steering Group recognizes the need to evidence the impact of specific priorities. In reporting to the Scottish Government on the ‘deliverables’ highlighted within each of the three bids, evaluative statements will be included in relation to impact. For example:

- In Bid 1, we will conduct an evaluation of the development of processes for quality assuring the students’ school experience and the Early Phase experience
- In Bid 2, we will conduct an evaluation of the Teacher Education Partnership Steering Group members’ experiences of participating in this initiative to include a focus on aspects such as the impact on themselves, their practice and the quality of CLPL provision
- In Bid 3, a set of overall and specific success criteria is formally identified (see appendix document)

### **How will you collect data to evidence impact on student/teacher learning experience?**

Each of the three Scottish Government bids (included in the appendix) identifies specific priorities for and ways of measuring impact. In that regard, data will be collected as appropriate. In addition:

- In ITE programmes, we will use online course monitoring systems to gather student

- feedback on placement course experience.
- We will work with the GTCS to collect data in relation to student placement experience within the new national SPS database
- We will evaluate the three Masters level CPLP pilots of Bid 3 eliciting feedback from up to 90 participants

**How has each partnership embedded sustainability within each area it is working on and to what extent does the funding allocated support the aims of the partnership arrive at a sustainable approach?**

The Partnership work drives sustainability through collective ownership across the six Local Authorities and Moray House, as well as through the engagement of professional bodies. All partners have subscribed to working in partnership in the future and there is potential for partnership to extend beyond teacher education. Sustainability remains a key priority in all of the University of Edinburgh Teacher Education Partnership initiatives. For example:

- In Bid 1, a main objective of the proposal is to develop sustainable Early Phase provision across the partnership. Aspects leading to that sustainability have been included in the relevant action plan
- In Bid 2, a main objective of the proposal is that knowledge, understanding and experience gained will be transferable and utilised across a wider range of provision, leading to sustainable benefits. In that regard, five sets of sustainable outcomes are specifically identified.
- In Bid 3, a main objective of the proposal is to enhance Partnership capacity in respect of high quality teacher education and add to the long-term sustainability of Masters-level learning. In that regard, four sets of sustainable outcomes are specifically identified.

**What are the governance arrangements for the partnership?**

The University of Edinburgh Teacher Education Partnership Steering Group was established in September 2013 to take forward a commitment from the Moray House School of Education and its key Local Authority partners to closer partnership arrangements. The Steering Group comprises senior representatives from each partner authority, Moray House and a representative of the EIS Education Committee. The Steering Group is concerned with aspects such as the key principles for partnership, governance and communication arrangements, as well as identifying and overseeing progress with priorities for partnership development work. The Steering Group is jointly chaired by a Director of Education and the Head of Moray House. The Steering Group meets formally and regularly. The partner authorities include: City of Edinburgh, East Lothian, Fife, Midlothian, Scottish Borders, West Lothian. The extended University of Edinburgh Teacher Education Partnership includes two further Local Authorities (Clackmannanshire and Stirling). The Partnership also has links with other organisations such as the General Teaching Council for Scotland, Education Scotland and the Scottish Council of Independent Schools.

The Partnership Steering Group convened short-life subgroups to develop each of the three bids for Scottish Government funding. It now oversees the development work arising from those bids. The Steering Group has a number of responsibilities including setting the direction for and ensuring the accountability of its working groups:

- The Partnership Operational Group progressing for example web development and communications (SG Bid 3);
- The ITE Consultation Group progressing the revised and new programme arrangements;
- The Early Phase Professional Learning Working Group (SG Bid 1);
- The CLPL Including Masters Level Learning (Credit Rating) Working Group focused on developing CLPL educational leadership provision (SG Bid 2).

- The Masters-level learning Working Group soon to be convened to progress four initiatives to facilitate an increase in Masters-level learning (SG Bid 3).

**Report Authors on behalf of the Partnership Steering Group:**

Mary Andrew

Gillian Hunt

Peter McNaughton

Dr Deirdre Torrance

## **APPENDIX**

The Following Documents are included in the appendix to provide further detail and elaboration on key aspects of the report:

- A proposal for Scottish Government funding to support Early Phase professional learning (Bid 1)
- A proposal for Scottish Government funding to support CLPL including Masters level learning (Bid 2)
- A proposal for Scottish Government funding to facilitate an increase in Masters-level learning (Bid 3)
- Draft diagram of governance structure for the University of Edinburgh Teacher Education Partnership Steering Group