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Scotland's Strategy for High-Quality Educator Preparation



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AACTE Annual Meeting, Indianapolis
24 February 2023

**WORLD
CHANGING
GLASGOW**





Objectives

- Consider examples of Scotland's response to the evolving needs of the profession
- Expand opportunities for dialogue across systems through sharing of practices, policies, and professional standards
- Better understand educator preparation in contexts other than our own through a case story

Strand I: Addressing the Evolving
Needs of Education
Session Type: Case Stories

What resonates?
What connections?



The Story

- Plot
- Setting
- Characters
- Point of view
- Conflict
- Resolution



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A Conflict



Executive Director of
Education
Douglas Hutchison

Education Services
Glasgow City Council
City Chambers East Building
40 John Street
Glasgow G1 1JL

Tuesday 21 February 2023

Dear Parent/Carer

Teachers' Industrial Action – school closure information for families

I am writing once again to let you know about the next round of teacher strikes that will impact on our primary, secondary and ASL schools.

Several teacher unions have announced further industrial action and our primary, secondary and ASL schools will be closed to pupils on the following days:

Tuesday 28 February

Wednesday 1 March

This is because we do not know in advance how many teachers will take part in the action and wanted to give you as much notice as possible to make alternative arrangements.

The intention is that our standalone nurseries and nursery classes will open as normal.

I understand that this continues to cause disruption to families and that parents and carers are concerned about the impact on their children.

Our hope is that a satisfactory resolution can be found as the national talks continue between the unions, the Scottish Government and COSLA.

The industrial action next week is in addition to the targeted strikes affecting the City's southside constituency. Schools in this area are communicating directly with their families on any local arrangements.

I will continue to keep you updated on any new information and please follow the Council's communication channels for the latest news.

Yours sincerely

Devolution (1998)

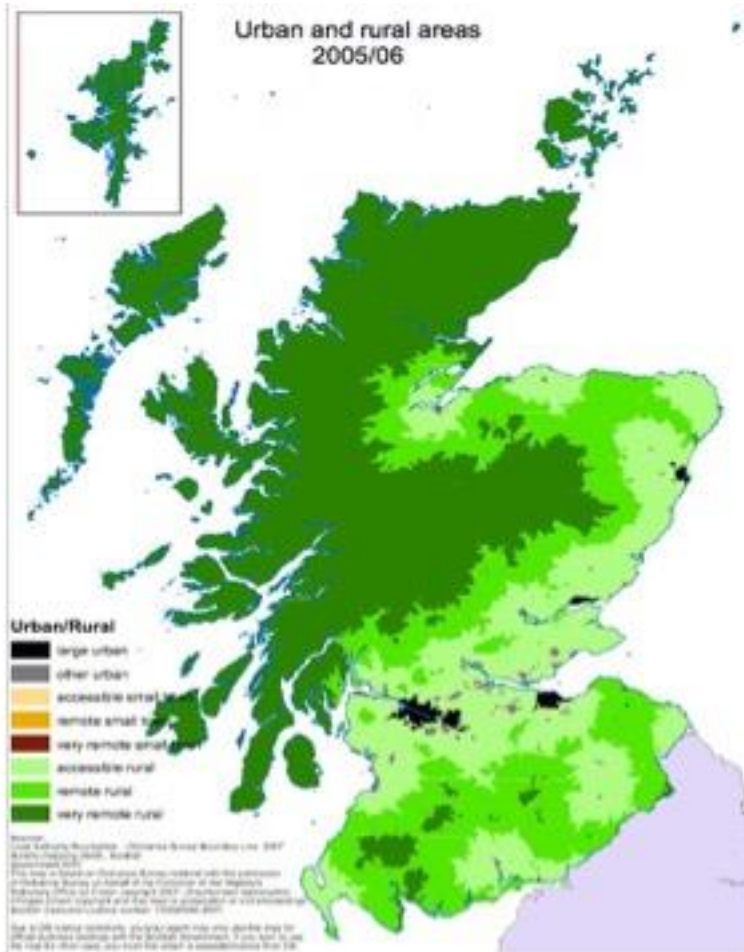
Devolved powers includes education but not defence or national security



The United Kingdom



Scotland in numbers



- 5.2 million population
- 32 education authorities
- 2,531 schools
- Primary schools: 1994
- Secondary schools: 358
- Special schools: 109
- 705,874 pupils
- 54,193 teachers based in school
early learning settings

Source: Teacher Census 2022



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The Characters



Administrators

Admissions

After school clubs

Alumni office

Catering staff

Chaplain

Charities

City or local authorities

Clerks

Community members

Curriculum providers

Faith organisations

Families

Finance, Bursar

Grounds staff

Business leaders

Local residents

Marketing

Nursing team

Nurseries & childcare

Parents

Pastoral team

Regulators

School board

School bus drivers

School Counsellor

School Governors

Social workers

Students

Suppliers

Supply teachers

Teachers

Technicians

Utility companies

Voluntary bodies

Welfare office



The General Teaching Council for Scotland

Comhairle Choitcheann Teagaisg na h-Alba

SCDE SCOTTISH COUNCIL of
DEANS of EDUCATION

UNIVERSITY OF
ABERDEEN

University
of Dundee



THE UNIVERSITY
of EDINBURGH



University
of Glasgow



University of the
Highlands and Islands
Oilighne na Gàidhealtachd
agus nan Eilean

UNIVERSITY of
STIRLING



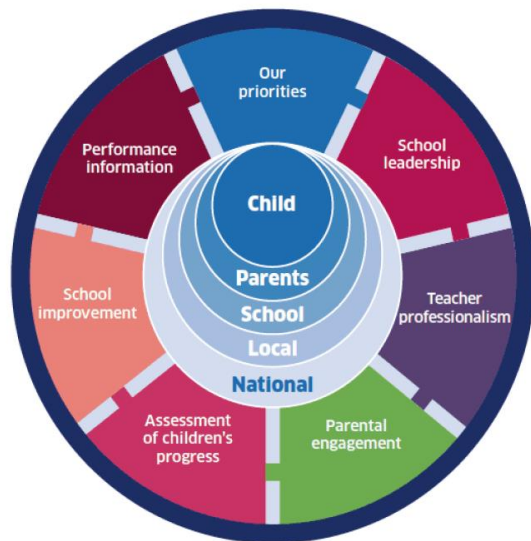
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WEST OF SCOTLAND
UWS

Royal Conservatoire
of Scotland



Educational Setting



Scotland's largest teaching union rejects latest pay offer

6 days ago



A very quick guide to Nicola Sturgeon's resignation

2 days ago



SNP leadership contest 2023



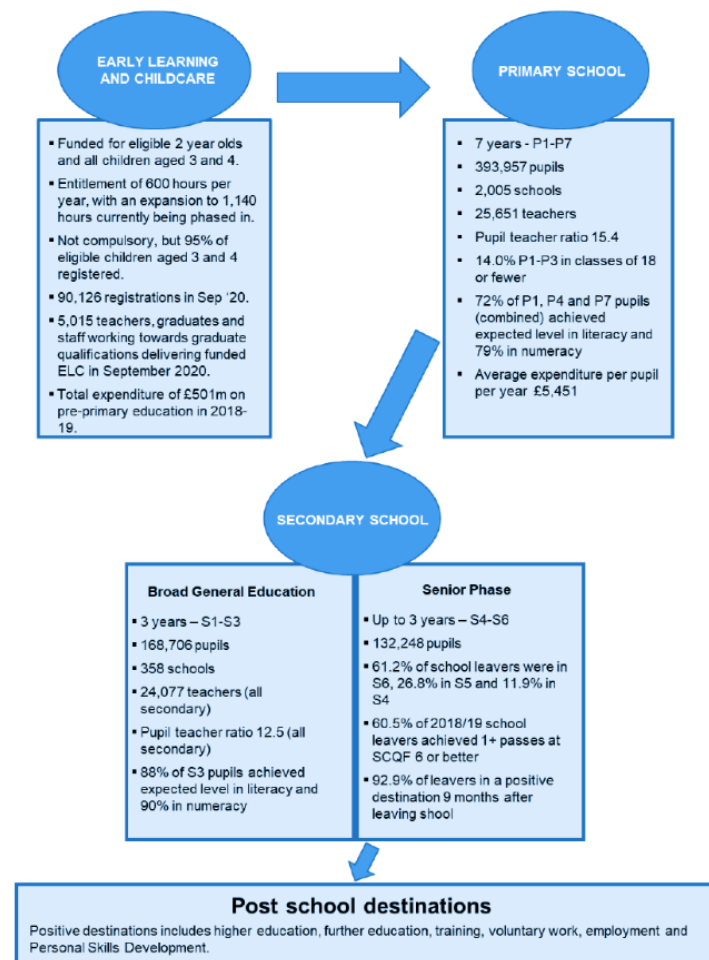
SQA gathers thousands of views on National Qualifications in 2022

Scotland in the wider UK context

England: ITT Market Review; role of Ofsted; alternative and fast track approaches; multi academy provision; Office for Students

Wales: new 'co-constructed' curriculum; profession 'skilled up' in advance to deliver; 'pioneer' schools (early adopters); restructuring of teacher education provision

Northern Ireland: impacted by political stalemate and suspension of devolved assembly; series of reviews of education; legacy of a system designed to serve the needs of 'both communities' = duplication, over supply, and teacher un / underemployment



3 -18 curriculum



Teacher Education in Scotland

- University-based; fully funded initial teacher education
- Programme accreditation by GTCS
- Scottish Council of Deans of Education
- Strategic Board for Teacher Education
- Scottish Education Council
- International Council of Education Advisers

Career progression

- Teacher Induction Scheme
 - Guaranteed one year salaried post
 - Reduced teaching timetable
 - Mentor
- 2019: Introduction of Lead Teacher (n=5)
- Accomplished Teaching = Chartered Teacher (until 2012)



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TEACHING SCOTLAND'S FUTURE

Report of a review of teacher education in Scotland

Graham Donaldson
December 2010

“Teacher education should, as an integral part of that endeavour, address the need to build the capacity of teachers, irrespective of career stage, to have high levels of pedagogical expertise, including deep knowledge of what they are teaching; to be self-evaluative; to be able to work in partnership with other professionals; and to engage directly with well-researched innovation.”

Donaldson Report (2011)

Our vision:

The School of Education is committed to social justice in education and to education research and practice of the highest quality. We aspire to be a world leader in addressing the contemporary educational issues of our times and to making a difference for society's most vulnerable and educationally disadvantaged.

Teacher Preparation Programmes
Masters Qualification with Teaching

- Masters in Design and Technological Education (Undergraduate entry)
- Masters in Education (Undergraduate entry)
- Postgraduate Diploma in Education (Primary and Secondary)



1. Practitioner Enquiry (within CLPL)
2. Learning for Sustainability (LfS) provision
3. Continuous improvement through self-evaluation
4. MQUTE project
5. Comparative policy analysis – teaching for OUR future



1. Practitioner Enquiry

The screenshot shows a presentation slide with the following elements:

- Top Left:** University of Glasgow logo.
- Top Center:** Title "1. Practitioner (or professional) Enquiry".
- Center:** A dark rectangular area with the text "GTC Scotland Lecture 2021", "Professor Graham Donaldson", and "Teaching Scotland's Future: 10 Years On".
- Bottom Left:** A blue book cover titled "TEACHING SCOTLAND'S FUTURE" with the subtitle "Report of a review of teacher education in Scotland" and the author "Graham Donaldson, September 2010".
- Bottom Right:** A circular diagram with three colored segments: light blue, yellow, and red. The central white circle contains the text "What is Practitioner Enquiry?".
 - Light Blue Segment:** Teachers as enquiring professionals
 - Yellow Segment:** Practitioner Enquiry: the nature, purpose and disposition
 - Red Segment:** Enquiring is about: Knowing deeply; Knowing what; Knowing why; Knowing how
- Top Right:** A small hexagonal inset image showing a woman in a video call window.
- Bottom Left:** A timestamp "9:58".
- Bottom Center:** A URL: <https://www.gtcsc.org.uk/professional-update/practitioner-enquiry/what-is-practitioner-enquiry/>



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Practitioner Enquiry

Ms Jennifer Andrew, Principal Teacher



Govan High School



2. Learning for Sustainability Provision

“meeting the needs of the present without compromising the ability of future generations to meet their own needs.” (UN, 1987)

“Sustainability is safeguarding the natural environment while progressing toward equitable and just conditions for current and future generations.” (Centre for Sustainable Solutions)

Social Pillar



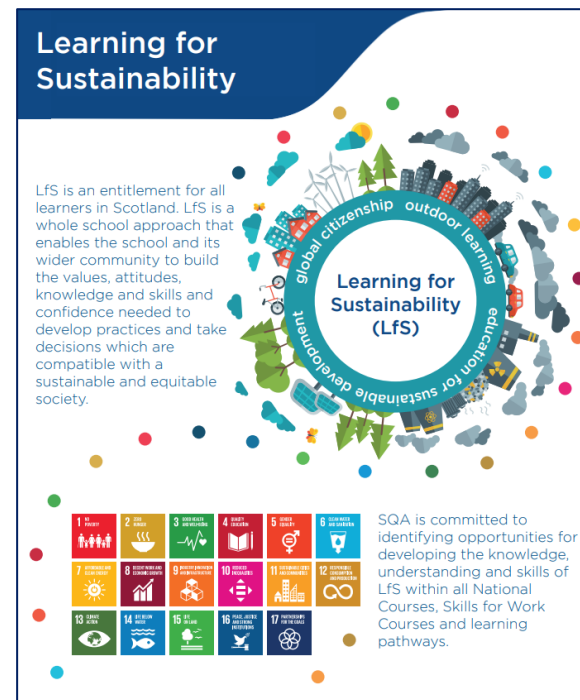
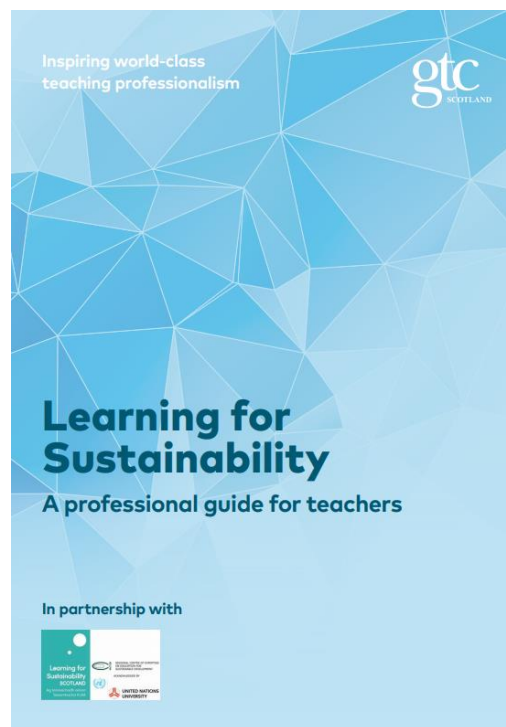
Environmental Pillar



Economic Pillar



Alignment Across Policy – a unique approach



1.1 Professional Values

- Embracing global educational and social values of sustainability, equality, equity, and justice and recognising children's rights
- Committing to social justice through fair, transparent, inclusive, and sustainable policies and practices in relation to protected characteristics, (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation) and intersectionality.
- Valuing, as well as respecting, social, ecological, cultural, religious, and racial diversity and promoting the principles and practices of sustainable development and local and global citizenship for all learners.
- Respecting individual difference and supporting learners' understanding of themselves, others and their contribution to the development and sustainability of a diverse and inclusive society.

2.1.3 Have a depth of knowledge and understanding of Curriculum Design

Professional Actions

As a registered teacher you are required to demonstrate a depth of knowledge and understanding of:

- principles of curriculum design and how these can be applied to learning in different sectors and contexts;
- theory and practical skills required in curricular areas as set out in current national and local guidelines;
- the value of learning beyond curricular areas/subject boundaries and of cross curricular subjects, e.g. literacy, numeracy and health and wellbeing, Learning for Sustainability and digital literacy;
- processes used to change and develop the curriculum;
- curriculum content and its relevance to the education of every learner;
- interdisciplinary learning between curricular areas, stages and/or sectors;
- the skills and competencies that comprise teacher digital literacy and know how to embed digital technologies to enhance teaching and learning; and
- the need to take account of learners with additional support needs.

3.1.3 Effectively utilise partnerships for learning and wellbeing

Professional Actions

As a registered teacher to demonstrate your professional skills and abilities you are required to:

- contribute to a rights-respecting culture where learners meaningfully participate in decisions related to their learning, wellbeing, learning environment and their school;
- create and sustain effective working relationships with colleagues, parents/carers, families, wider school community and partner agencies, to support learning and wellbeing across the school and taking a lead role when appropriate;
- establish opportunities for parents/carers to participate in decisions about their child's learning;
- practise self-care and support the wellbeing of others seeking support where necessary;
- develop partnerships which:
 - support decision-making that is compatible with a sustainable future in a just and equitable world;
 - connect learners to their dependence on the natural world and develop their sense of belonging to both the local and global community; and
 - connect relevance of learning to skills for life, learning and work.



curriculum for excellence

Planet Earth (continued)

	Early	First	Second	Third	Fourth
<p>Energy sources and sustainability</p> <p>Learners explore types, sources and uses of energy and develop their understanding of how energy is transferred and conserved. They consider the relevance of these concepts to everyday life. They explore the nature and sustainability of energy sources and discuss benefits and assess possible risks to form an informed view of responsible energy use.</p>	<p>I have experienced, used and described a wide range of toys and common appliances. I can say 'what makes it go' and say what they do when they work.</p> <p>SCN 0-04a</p>	<p>I am aware of different types of energy around me and can show their importance to everyday life and my survival.</p> <p>SCN 1-04a</p>	<p>By considering examples where energy is conserved, I can identify the energy source, how it is transferred and ways of reducing wasted energy.</p> <p>SCN 2-04a</p>	<p>I can use my knowledge of the different ways in which heat is transferred between hot and cold objects and the thermal conductivity of materials to improve energy efficiency in buildings or other systems.</p> <p>SCN 3-04a</p>	<p>By contributing to an investigation on different ways of meeting society's energy needs, I can express an informed view on the risks and benefits of different energy sources, including those produced from plants.</p> <p>SCN 4-04a</p>
			<p>Through exploring non-renewable energy sources, I can describe how they are used in Scotland today and express an informed view on the implications for their future use.</p> <p>SCN 2-04b</p>	<p>By investigating renewable energy sources and taking part in practical activities to harness them, I can discuss their benefits and potential problems.</p> <p>SCN 3-04b</p>	<p>Through investigation, I can explain the formation and use of fossil fuels and contribute to discussions on the responsible use and conservation of finite resources.</p> <p>SCN 4-04b</p>
			<p>I can investigate the use and development of renewable and sustainable energy to gain an awareness of their growing importance in Scotland or beyond.</p> <p>TCH 2-02b</p>		



3. Continuous Improvement Through Self-Evaluation

Area 1: Leadership and enhancement

- Quality Assurance processes in Higher Education
- Leadership for enhancement
- Evaluation leading to enhancement
- Student contribution to enhancement

Area 2: Student experience

- Values and Professional Commitment
- Student experience of curriculum
- Student experience of academic and pastoral support
- Student experience of partnerships
- Student knowledge and understanding of safeguarding, wellbeing, equality and inclusion.

Area 3: Outcomes for students

- Meeting the requirements of professional standards
- Developing effective pedagogy
- Commitment to career-long professional learning





4. MQUI TE



MQUTE – Measuring Quality in Initial Teacher Education

Funded by the Scottish Government through the General Teaching Council Scotland



[Home](#)

[About the Project](#)

[Publications](#)

[Methodology](#)

[Team](#)

[Blog](#)

5. Comparative Policy Analysis

Policy Drivers

- Curriculum for Excellence (CfE)
- Standards for Provisional Registration
- Getting it Right for Every Child (GIRFEC)
- Developing the Young Workforce (DYW)
- Better Relationships, Better Learning, Better Behaviour 2013

Key Reports

- Donaldson Report
- Muir Report
- Morgan Report
- Career Pathways Report



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A Cliff Hanger

REIMAGINING
A new social
OUR FUTURES
contract for
TOGETHER
education



Dunnottar Castle



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Thank you!

University of Glasgow Reception

📅 Saturday, February 25, 2023 ⌚ 5:30 PM – 7:00 PM East Coast USA Time 📍 Location: Texas (Marriott Indy)



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Reception hosted by The School of Education

You are invited to the University of Glasgow's networking reception on February 25, 2023, the American Association of Colleges for Teacher Education (AACTE) Annual Meeting.

Please register via Eventbrite:

<https://www.eventbrite.com/e/aacte-2023-university-of-glasgow-networking-event-tickets-507321932557>

<https://aacte.org/>

Date:
Saturday, February 25, 2023

Time:
5:30-7:00pm CST

Location:
JW Marriott Indianapolis,
Room - see conference schedule

