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The reformation of career pathways and professional development for teachers in Scotland

Professor Moyra Boland

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Setting the Scene

- Size and structure of Scottish Education
- Commitment from Government and Unions
- International Summit for the Teaching Profession, 2017
- Education Governance-Next Steps paper (Scottish Government, June 2017).
- Head Teachers Charter (2019)
- Attainment Challenge



The Remit of Career Pathways Panel

- To engage with the teaching profession in Scotland in order to develop a range of models of career pathways to enable the development of different and exciting careers in teaching.
- Consider international evidence, previous Scottish policy interventions, subject specialism, curricular leadership, pedagogical leadership and support for learning.
- Engage with the teaching profession and wider education sector.
- Explore the link between career pathways and qualifications (e.g. Masters level learning).
- Make recommendations on remuneration.



The Actors

- Independent Chair
- Secretariat (Scottish Government)
- Association of Directors of Education, Convention of Scottish Local Authorities, Society of Local Authority Chief Executives and Senior Managers, The Society for Personnel and Development
- Education Scotland
- General Teaching Council for Scotland
- Scottish Government
- Teacher Organisations (6 Unions in Scotland)
- Universities/ Scottish Council of Deans of Education



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The Process





67,539
teacher surveys sent



3,700
responses



1,592
primary teachers

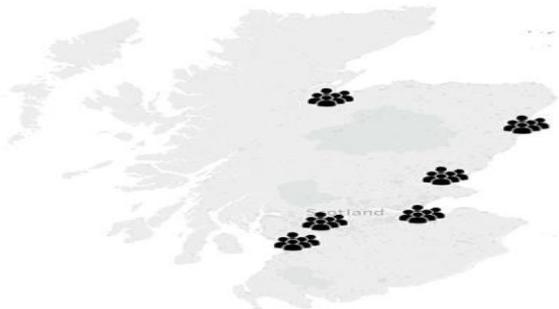


2,094
secondary teachers

350 responses to stakeholder survey



6 National events



77 individual questionnaires returned to marketplace stand at Scottish Learning Festival



2 articles in GTCS magazine

Events held by panel members through own organisational structure





Headline Themes from Engagement Process

- Attractiveness of Leadership roles
- Attractiveness of Promoted Posts
- Curricular and pedagogical Specialisms
- Length of service and Experience gained
- Opportunities to lead aspects of learning and school improvement
- Opportunities for sabbaticals
- Opportunities for Secondments
- Placements outside of Education
- Higher Qualifications
- Remuneration

Stakeholder survey - In your organisation's view, what factor/factors ... Please comment on why you answered how you did.





Creation of the Report

- Engagement with response from stakeholders
- Series of Panel meetings
- Creation of subgroups
- Numerous iterations of the report shared with all stakeholders for comment
- A number of delicate negotiations
- Final agreement of ALL stakeholders and Panel Members



Recommendation 1: The Principles for Career Pathways should be adopted by the profession and all stakeholders.

- The Panel has agreed three overarching groups of principles which provide a framework for the development of career pathways within the empowered schools system and which apply to all posts and roles within the system. These groups are:
- Principles of Opportunity
- Principles of Support
- Principles of Recognition



Recommendation 2: A career pathway should be established for specialist roles in curricular, pedagogical and policy delivery through the creation of a new post of Lead Teacher

- Lead Teacher - a new specialist post in curricular, pedagogical and policy delivery
- Lead Teacher posts should be established as permanent or fixed term, as determined within the emerging empowered schools system.
- Expansion of time bound leadership roles within and beyond existing structures.



Recommendation 5: A national model for sabbaticals should be developed for all teachers, including Headteachers, that is both attractive and sustainable.

- Sabbaticals should be valued by the system and seen as an attractive element of career pathways for the teaching profession.
- Sustainability based on co-funding models that exist in other educational systems, for example, in Australia and Canada.
- Local flexibility on what sabbaticals can be used for, that benefit the individual, the school and the wider educational system.



Recommendation 6: High quality, systematic, coherent and accessible support for career development should be available for all teachers.

- Plan career choices within the PRD process
- Access to high quality coaching and mentoring to support their career progression
- Succession planning should be integral to considerations related to career progression
- Specific programmes of professional learning for Headteachers at all stages of Headship
- Strategic and focused mapping of CLPL funds available to support career development



Recommendation 7: Further steps should be taken to promote teaching as a masters profession whilst recognising the importance of work-based professional learning and experience

- All ITE programmes should offer masters learning
- Existing masters at universities should be reviewed and tailored to interface with the new career pathway of Lead Teacher
- Consideration should be given by schools and local authorities to the provision of time for teachers undertaking supported masters learning.



Reflections

- Policy creation by consensus
- Implementation, timescale and challenges
- Future for teachers in Scotland
- Future for Teacher Education in Scotland

Thank you

Full Report can be found at

<https://www.gov.scot/publications/independent-panel-career-pathways-teachers-final-report/>

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