

The quality assurance of ITE and the observation of student teachers during the pandemic

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- Joint statement by GTCS and the Scottish Council of Deans of Education, after discussion with Scottish Gov.
- All placements ended for 2019-20
- Years 1-3 UG – additional time in subsequent years
- Final year UG already completed
- PGDE – final decision in partnership between university and school staff, all evidence used. Additional online provision
- GTCS – early check for probationers in September 2020

Education Recovery Group (April)

Ref	Workstream	Including
1	Term 4 Learning	Provision for children of key workers; Supporting learning in the home, including ASN provision; Maximising the usefulness of GLOW; Physical distancing within schools; Transition into the next academic year; Supporting disadvantaged learners
2	Preparing for 2020/21	Placing requests/deferrals; School building readiness for re-opening; Physical distancing within schools; Phased re-opening of schools
3	Curriculum & Assessment	Updates to CfE guidance; Assessment of progress against CfE levels; Standardised assessments; 2020 & 2021 exam diet; Partnership with the college sector
4	Supporting Learners from Disadvantaged Backgrounds	Closing the attainment gap; The role of SAC; Delivering equity in short- medium- and long-term
5	Pastoral Care for CYP	Transitions; destinations support for leavers; support to learners affected by C-19; impact of social isolation; impact of a phased re-opening
6	Workforce Support	Supporting school leaders & teaching staff; staff wellbeing; Working Time Agreements; supply teachers; non-teaching staff
7	Workforce Planning	Work with the SNCT on ITE & TIS; Teacher recruitment; August retirees; promotion;
8	School Improvement in a New Context	Data and improvement planning; Collection and use of attainment data
9	Critical Childcare	Ongoing childcare needs children (all ages) of key workers and vulnerable families; Summer holidays provision; funding and charging arrangements; Role of schools, local authority and PVI nurseries, childminders and out of school care providers

2020-21 placements

- Undergraduate year 1 placements cancelled
- All placements delayed until October 2020
- Enhanced university support approaches developed and discussed through established partnerships
- Arrangements shared about alternative approaches to the assessment of students on placement, which minimise additional adults in school whilst ensuring increased demands are not placed on school staff.
- Reassurance re practice and measures

Challenges of securing placements

- 15 October - 140 PGDE(S) places short
- Placement started 26 October
- Universities, GTCS, Scot Gov, ADES, subject networks-weekly meetings and action planning
- 6 November - all placed



Nationally, 3 students unplaced - implications

Enhanced Support and Alternative Assessment Approach (October)

GTCS, SCDE, ADES, SPMG paper

Purpose:

To provide enhanced and alternative university support in the assessment of student teachers (including Cause for Concern and Retrieval)

- To establish processes for the effective support and assessment of student teachers during school placements
- To clarify expectations for HEIs, university tutors, local authorities, and schools, so that they can enhance their support and assessment approach to help students and schools, with whom they share a common tripartite responsibility to nurture Scotland's future teaching profession.

In person visits for all Retrieval and any Cause for Concern students

- **Regular ‘check-in’ sessions:** university tutors may meet virtually with student teachers in groups to discuss progress and critical learning incidents and emerging issues;
- **Electronic School Experience files:** the move to electronic school experience files will enable university tutors to support the student teacher to keep their file up to date. While this may not involve giving detailed feedback until the point of assessment later in the placement, a regular review would help to ensure that student teachers are giving due attention to lesson planning, assessment and evaluation.
- **Progress forms/Weekly reflections:** student progress forms (PRoPs, or alternatives) and/or weekly reflections, included in the electronic file, will be periodically reviewed by university visiting tutors so that common emerging themes can be used to inform and guide aspects of the regular group check-in sessions;

- **Individual support:** where there is a need for individual support around a particular issue, a university tutor will seek to meet virtually with a student (ordinarily one-to-one). An individual support meeting may take place at the request of a student teacher, in-school supporter, or university tutor, and may involve the in-school supporter, if desired;
- **University tutor/in-school supporter dialogue:** following, or in place of, an individual support meeting between student and university tutors, dialogue between a university tutor and an in-school supporter may be initiated by either, to offer enhanced support or to address ongoing issues;
- **Cause for Concern:** if a school is concerned about the progress of a student teacher, a Cause for Concern should be submitted; this will result in a university tutor conducting an in-person school visit. Where this is not possible (for example, due to external public health restrictions), a virtual observation should be considered; or an assessment by a member of the school's Senior Leadership Team.

Evidence

- Virtual observation.
- Scrutiny of the electronic school experience file
- Professional dialogue with school mentor
- Professional learning conversation (student and mentor)
- School assessment report

- Roles and responsibilities in additional documentation

Complementary Learning Experiences

- Students are expected to complete minimum of 55% of their overall placement time as direct classroom experiences. The remaining 45% should be spent in a mixture of provision of and preparing remote learning opportunities, and other learning experiences

Absence categories (students maintain record)

1	Absent from school, self/class isolating, not ill (engaging with school/class online blended learning)
2	Absent from school, self-isolating, not ill (no blended learning opportunities with the school therefore engaging with the University's Complementary Learning Experiences)
3	Absent from school, self-isolating/COVID-19 positive, unwell (not fit to engage with studies)
4	Absent from school, unwell (not COVID-19), or other reason (not fit to engage with studies)

Then.....and now

I am sorry but the demands on our schools are extensive just now. We cannot offer the same range of student placements. We are already in a position where headteachers are refusing to take any students.

Anyone else blown away by the dedication, professionalism & enthusiasm of their student teacher(s)? I honestly can't stop gushing about xxxx & I am amazed at how resilient student teachers are during what has to be the most difficult year ever!



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