



Initial Teacher Education in Scotland (an introduction)

Dr ML White



THE UNIVERSITY OF EDINBURGH
Moray House School of
Education and Sport

Hello



‘Teachers bring their entire autobiographies with them ... it is useless for them to deny this; the most they can do is acknowledge how these may either get in the way of, or enhance their work with students.’

(Nieto, 2003: 24).

Scotland

- One of the devolved nations of the United Kingdom
- Government located in the capital, Edinburgh
- With a distinctive education & schooling system



Initial Teacher Education

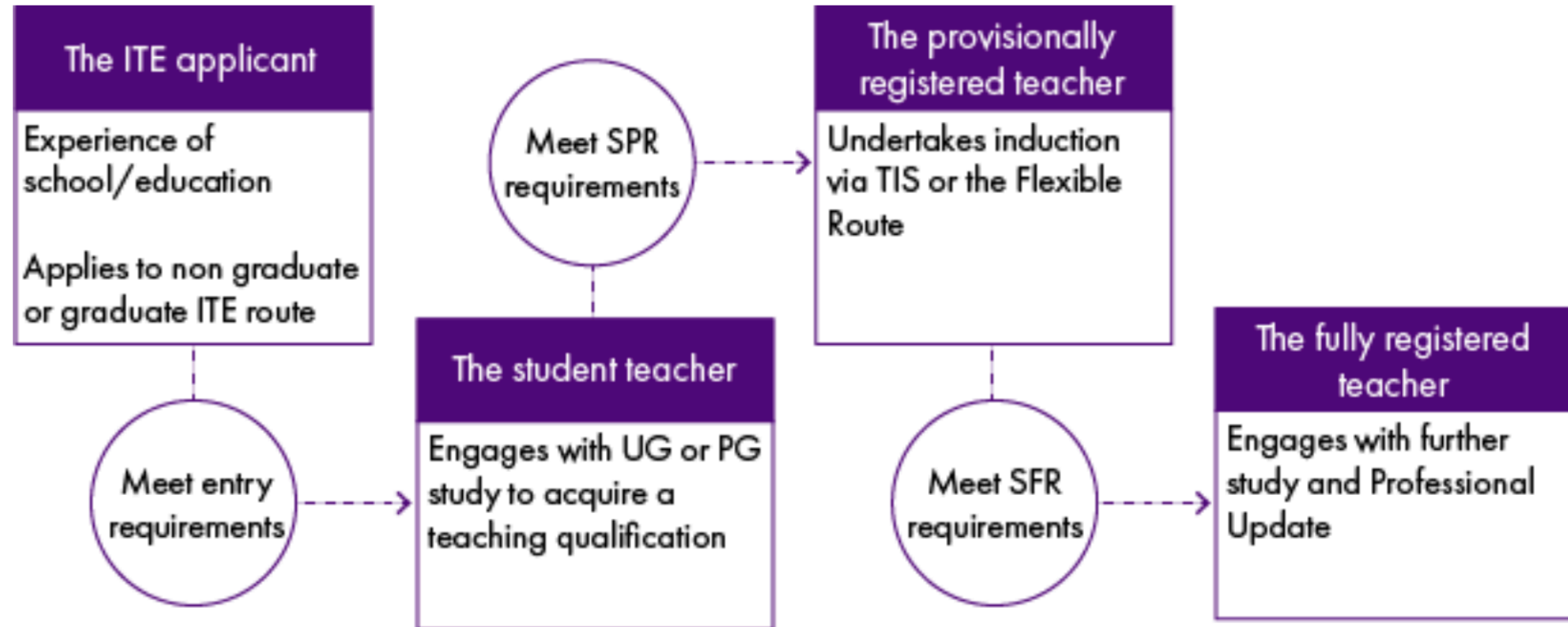
- University based
- 11 higher education providers
- Education & schooling are overseen by the Scottish Government
 - Learning Directorate &
 - Education Scotland (national agency)



ITE: Partnership



Routes into teaching



The Donaldson Report 2011

- High aspirations for young people are best realised through **supporting and strengthening the quality of teaching and the quality of leadership**
- Teaching is both **complex and challenging** and requires high standards of professional competence and commitment
- Leadership must be acquired and fostered from entry into the teaching profession
- Curriculum for Excellence is potentially powerful and yet the implications for the teaching profession and its leadership had not been fully addressed
- Career-long teacher education is too fragmented and haphazard and should be at the heart of teacher learning.



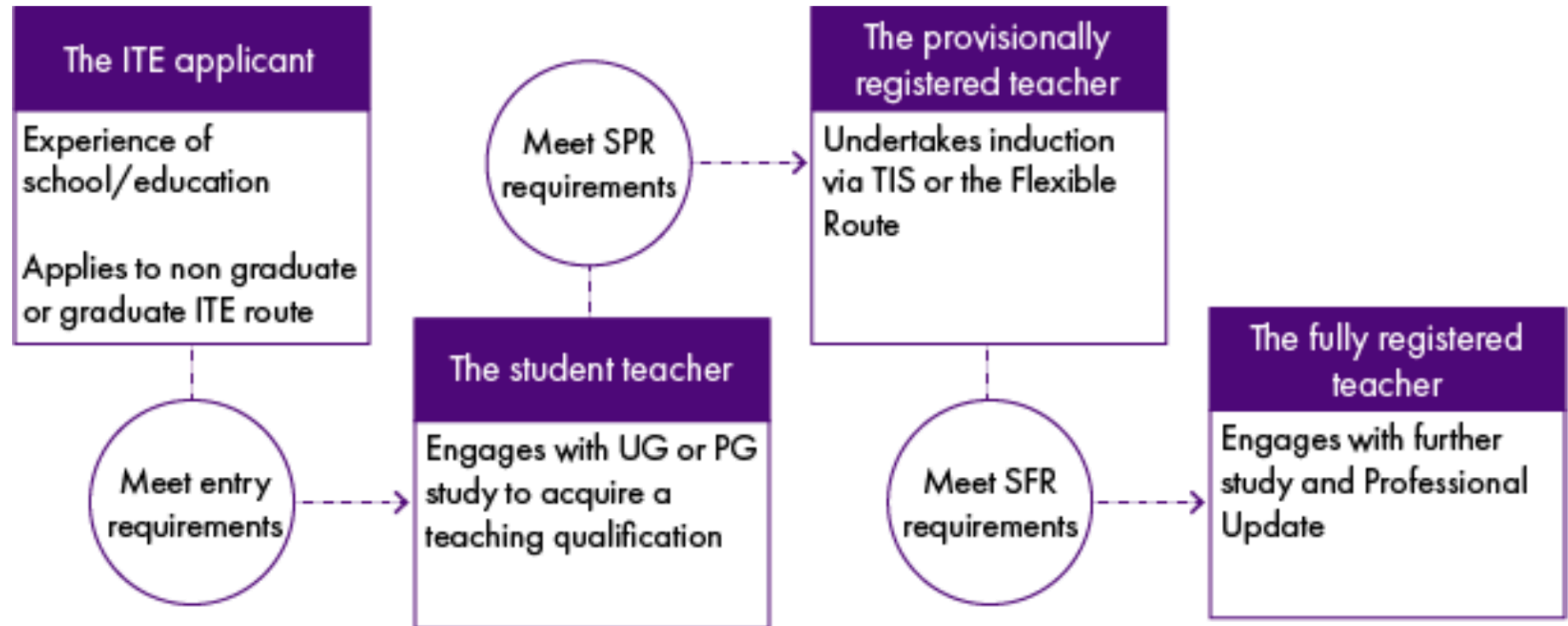
The Donaldson Report 2011

“ The most successful education systems invest in developing their teachers as reflective, accomplished and enquiring professionals who are able, not simply to teach successfully in relation to current external expectations, but who have the capacity to engage fully with the complexities of education and to be key actors in shaping and leading educational change.”

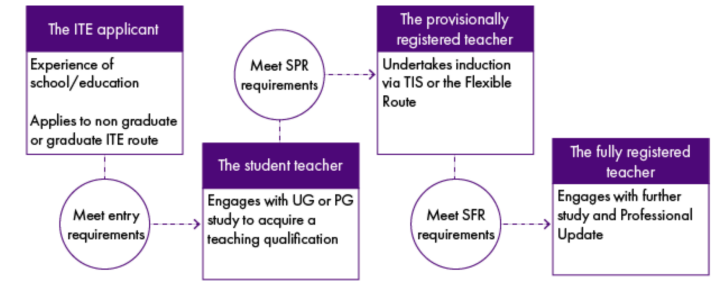
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Routes into teaching



Routes into teaching

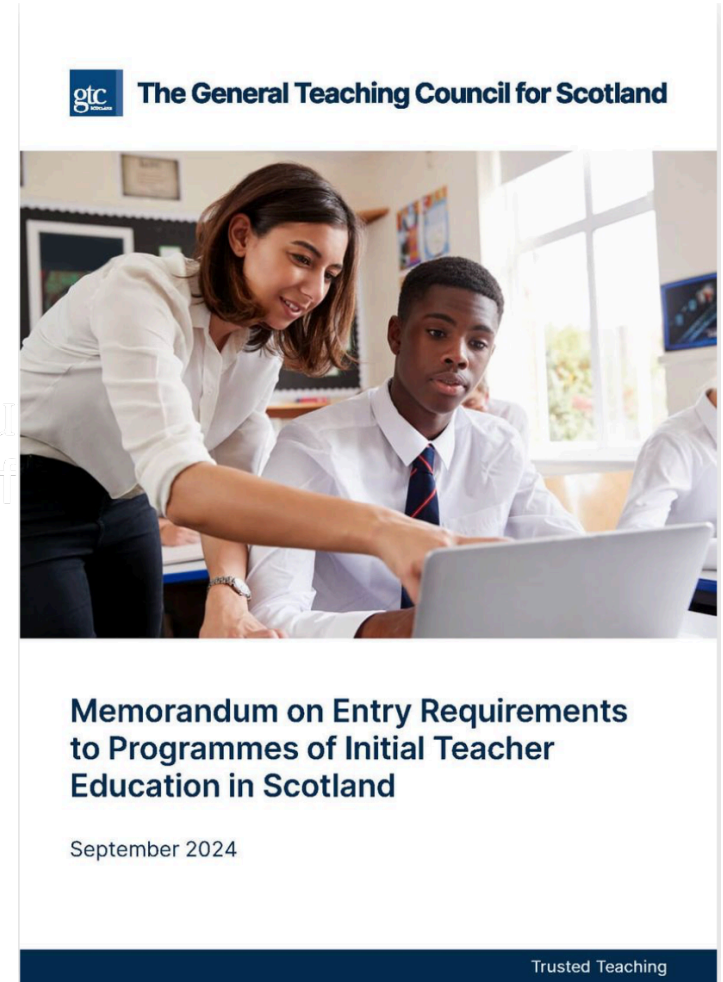


- undergraduate, four year BA/MA degrees
- nine-month, professional graduate diplomas in education (PGDEs) devoted to the study of education
- two-year Masters (MSc)

General Teaching Council for Scotland

The GTCS is responsible for:

- accrediting ITE programmes
- devising Standards for Provisional Registration and Standards for Full Registration; achievement of the former permits ITE graduates to take part in the Teacher Induction Scheme or the Flexible Route to achieving the Standards for Full Registration
- supporting the Teacher Induction Scheme



TEACHER INDUCTION SCHEME

- A one-year, salaried teaching post guaranteed for every eligible student
- Reduced class contact time, with time set aside for professional learning
- Support from an experienced teacher who will provide support and act as a mentor
- Programme of professional development offered by local authority
- Working towards the GTCS Standard for Full Registration
- Report to GTCS at end of year, successful completion of induction year leads to full registration with the GTCS



“The most powerful [ITE] programs require students to spend extensive time in the field throughout the entire program, examining and applying the concepts and strategies they are simultaneously learning about in their courses”

(Darling-Hammond, 2006, p. 307).



MSc Transformative Learning & Teaching

Our vision: Teaching for a better world

We consider education as a social practice; one that is deliberate, hopeful, informed and grounded in a commitment to improving the world. We are committed to a practice of teacher education that enables teachers and their students to flourish in an increasingly complex, challenging, diverse and interconnected world.

Strategic Vision for Teacher Education at MHSES

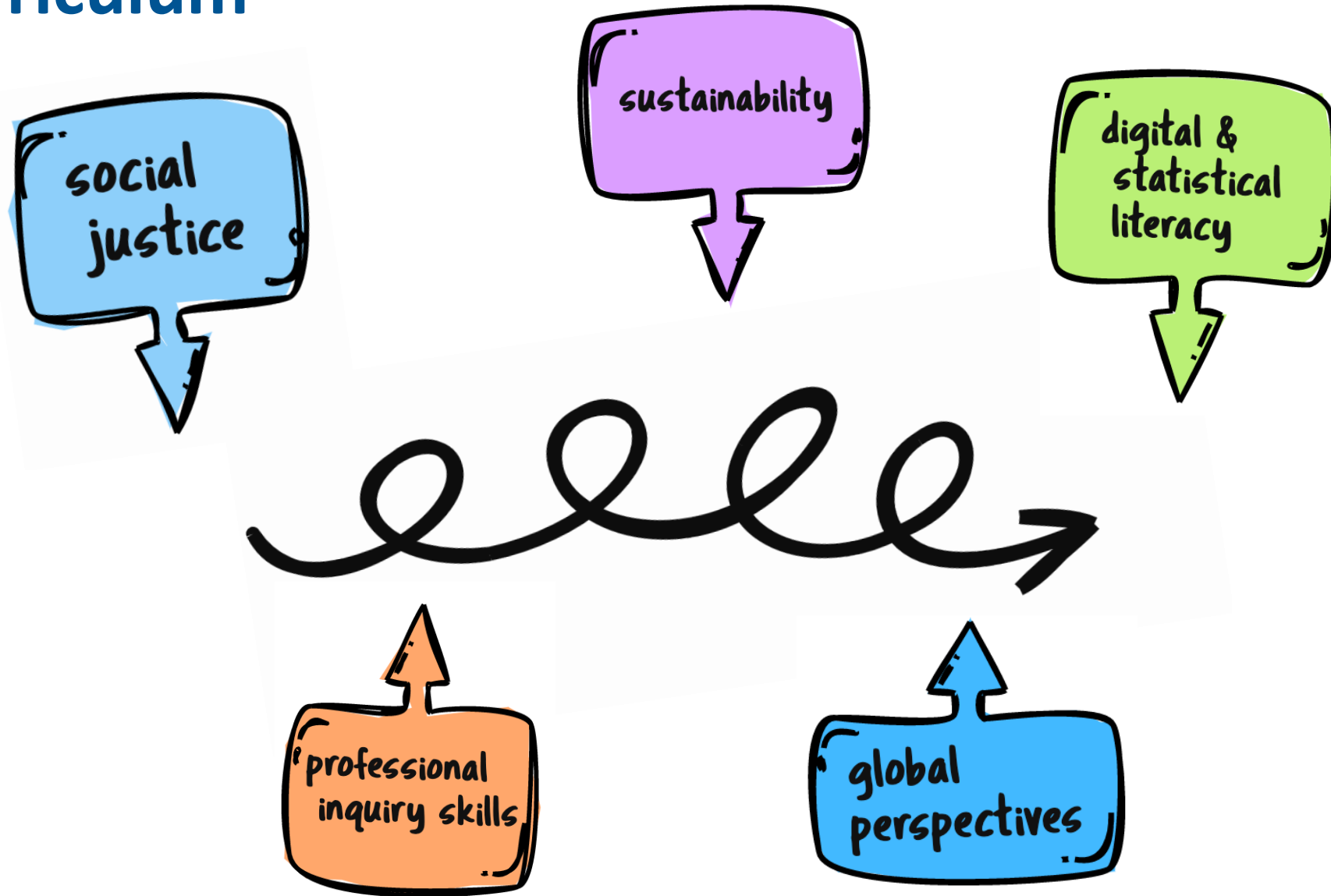


MSc Transformative Learning & Teaching

Ste-based learning in all courses throughout the programme	Year 1 Semester 1		Year 1 Semester 2		University-based learning in all courses throughout the programme
	Developing Teacher Professionalism (1) 30 credits Literacy, Learners and Learning 20 credits Numeracy, Learners and Learning 20 credits Subject Specialism (1) 10 credits			Exit award at end of year 1: Pg Dip. In Education Studies (120 Credits)	
	Understanding the Nature of Knowledge and Curriculum 20 credits		Children and Young People (1) 10 credits		
	Year 2 Semester 1		Year 2 Semester 2		
	Developing Teacher Professionalism (2) 30 credits Outdoor Environmental Education course (Semester 1 or 2) 20 credits Digital Education choice course (Semester 1 or 2) 20 credits				
	Subject Specialism (2) 10 credits Children and Young People (2) 10 credits Assessing what Matters (2) 10 credits		Teacher Literacies 20 credits		



Spiral Curriculum





Programme Aims

- Pedagogical experts in teaching literacy & numeracy
- Advocates for, and activists in, LfS & social justice
- Research active, evidence-based practice
- Digitally & statistically literate
- Leaders in school education
- Global in outlook





PGDE Primary ITE Programme

One-year qualification designed to develop **critically informed** and **confident teachers** who can meet the needs of our children and young people in the 21st century

36 weeks – intensive preparation

Collaborative model of partnership



Aims of the programme

PGDE Primary graduates are:

- Committed to **professional learning**
- **Global** in outlook
- Equipped to work across **cultural and linguistic** boundaries
- Enquiring and collaborative professionals with a commitment to **reflective practice**
- Advocates for **social and environmental justice**
- **Pedagogical experts** with subject specialist knowledge
- Committed to putting the **learner** at the heart of their work



University-based Learning

- Lectures
- Workshops
- Independent/group tasks
- Assignments
- Opt-in sessions



Dimensions of Teaching
Making and Conceptualising Curriculum
Pedagogies



School-based Learning

- Teaching in School 1 – Early Years – 1 week observation, then 6 weeks starting late October
- Teaching in School 2 – Middle Years – 6 weeks - February/March
- Teaching in School 3 – Upper Years – 6 weeks - April/May



“Teacher education in Scotland is an ongoing project of reform and innovation, responsive to emerging circumstances and crises. This chapter has sought to capture these strategic and contingent responses. ...The prospect of further change for teacher education is inevitable, as the outcomes of the current reform program are taken forward and teacher education providers address issues of diversity and decolonization in teaching ...”

[McMahon, M.](#) (2023), "Teacher Education Reform in Scotland", [Craig, C.J.](#), [Mena, J.](#) and [Kane, R.G.](#) (Ed.) Teaching and Teacher Education in International Contexts (Advances in Research on Teaching, Vol. 42), Emerald Publishing Limited, Leeds, pp. 51-60. <https://doi.org/10.1108/S1479-368720230000042011>