

Teacher Preparation in Scotland

Edited by Rachel Shanks

Emerald Studies in Teacher Preparation **in National and Global Contexts**



Teacher Preparation in Scotland

Praise for Teacher Preparation in Scotland

'This volume is to be warmly welcomed and includes contributions by many of the leading teacher education researchers in Scotland. Teacher preparation and development have long been seen as a key element of Scottish society and culture. In the twenty-first century we have seen very significant developments in the nature of that provision. These innovations are very well covered in this book but they are underpinned by some excellent historical scholarship. These elements are combined to create what will be the definitive account of teacher education in Scotland for many years to come'.

Ian Menter, Emeritus Professor of Teacher Education, University of Oxford

'This book is an important addition to the study of teacher preparation providing an in-depth exploration of teacher preparation in Scottish education. It combines historical perspectives with discussions of current developments, analysing the challenges faced by teacher education. Teacher preparation in Scotland, unlike other systems in the UK, is solely university-based. The early chapters provide a historical overview of the place of the discipline of education in universities, the development of government policy on teacher training, the establishment of colleges of education and then and more recently in the 1990s, through a series of mergers, university-based teacher preparation. What will strike the reader is how many of the issues that teacher educators grapple with today are in evidence in earlier phases. The book provides a comprehensive coverage of current key issues from a Scottish perspective. Each chapter deals with a specific dimension and the book as a whole provides a comprehensive coverage of the current ITE landscape, highlighting some of the ongoing issues such as university programmes, partnerships and placements as well as innovative practice. The book reflects on the central question facing all teacher educators, where should teacher preparation happen, where do student teachers learn best? The book is an important reference work drawing on policy, research and the scholarly literature'.

Professor Christine Forde, Emeritus, University of Glasgow

'There exists a sustained scrutiny on how well initial teacher education prepares individuals for the realities of life as a teacher. The contributions in this comprehensive overview of the history and development of teacher education in Scotland present an opportunity to reflect on all aspects of our system supporting teacher professionalism. Almost a decade on from 'Teaching Scotland's Future', this collection provides essential reading, whatever your role or interest in the preparation of teachers, and offers a catalyst for an integrated approach to future change'.

Pauline Stephen, Director of Education, Registration and Professional Learning, The General Teaching Council for Scotland

Emerald Studies in Teacher Preparation in National and Global Contexts

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Teacher preparation is currently one of the most pressing and topical issue in the field of education research. It deals with questions such as how teachers are prepared, what the content of their programmes of preparation is, how their effectiveness is assessed, and what the role of the 'good' teacher is in society. These questions are at the forefront of policy agendas around the world.

This series presents robust, critical research studies in the broad field of teacher preparation historically, with attention also being given to current policy and future directions. Most books in the series will focus on an individual country, providing a comprehensive overview of the history of teacher preparation in that country while also making connections between the past and present and informing discussions on possible future directions.

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Teacher Preparation in Scotland

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United Kingdom – North America – Japan – India – Malaysia – China

Emerald Publishing Limited
Howard House, Wagon Lane, Bingley BD16 1WA, UK

First edition 2020

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British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

ISBN: 978-1-83909-481-1 (Print)

ISBN: 978-1-83909-480-4 (Online)

ISBN: 978-1-83909-482-8 (Epub)



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List of Abbreviations or Acronyms

ADES	Association of Directors of Education in Scotland
BA	Bachelor of Arts
BEd/EdB	Bachelor of Education
BERA	British Educational Research Association
CEC	Central Executive Committee
CfE	Curriculum for Excellence
CLPL	Career-Long Professional Learning
CNAA	Council for National Academic Awards
CPD	Continuous Professional Development
EAL	English as an Additional Language
EFL	English as a Foreign Language
EIS	Educational Institute of Scotland
ELT	English Language Teaching
ESL	English as a Second Language
ESOL	English for Speakers of Other Languages
GIRFEC	Getting It Right For Every Child
GME	Gaelic-medium education
GTCS	General Teaching Council for Scotland
HEIs	Higher Education Institutions
HMI	Her Majesty's Inspectors
HMIE	Her Majesty's Inspectors of Education
ITE	Initial Teacher Education
MA	Master of Arts
MQuITE	Measuring Quality in Initial Teacher Education
NCTT	National Committee for the Training of Teachers
NQT	Newly qualified teachers

ODL	Online and Distance Learning
OECD	Organisation for Economic Co-operation and Development
PGCE	Postgraduate Certificate in Education
PGDE	Professional Graduate Diploma in Education
QAAHE	Quality Assurance Agency Higher Education
QMU	Queen Margaret University
SBTE	Strategic Board for Teacher Education
SCDE	Scottish Council of Deans of Education
SCQF	Scottish Credit and Qualifications Framework
SCTT	Scottish Council for the Training of Teachers
SED	Scottish Education Department
SEED	Scottish Executive Education Department
SERA	Scottish Educational Research Association
SFC	Scottish Funding Council
SFR	Standard for Full Registration
SHEFC	Scottish Higher Education Funding Council
SNCT	Scottish National Committee for Teachers
SOED	Scottish Office Education Department
SPR	Standards for Provisional Registration
SPS	Student Placement System.
SQA	Scottish Qualifications Authority
STEAC	Scottish Tertiary Education Advisory Council
TCs	Training Centres
TEFL	Teaching English as a Foreign Language
UHI	University of the Highlands and Islands
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UWS	University of the West of Scotland

Introduction: Development of Teacher Preparation in Scotland

Rachel Shanks

Abstract

This introductory chapter provides an explanation for and overview of this edited collection, including a brief synopsis of the themes which are developed in its chapters. Themes include the contested site of teacher preparation, whether it should take place mainly at university or in schools and whether the emphasis should be on the academic discipline of education or on the practical elements of teaching. A second theme relates to the impact of education policy on teacher preparation; in particular, the devolution of powers from the UK Parliament and Government to the Scottish Parliament and the Scottish Executive (now Scottish Government). In this devolved context a new curriculum framework covering those aged 3–18 years, called Curriculum for Excellence, was introduced in 2010 and recently a Scottish solution to teacher shortages has been to create online and distance learning routes into teaching. A third recurring theme in the book is the review of all forms of teacher education led by the former Chief Inspector of schools, Graham Donaldson. This review resulted in a seminal report, ‘Teaching Scotland’s Future’, and its 50 recommendations included many related to teacher preparation and induction. This collection also shines a light on some hitherto neglected areas of teacher preparation, including the Episcopalian Teacher Training College and the preparation for English Language teachers.

Keywords: Academic discipline; Curriculum for Excellence; Donaldson Report; education policy; teacher education; teacher preparation

Scotland has a long history of valuing education, and innovation, thus teacher preparation here will be of interest beyond its borders. Perhaps because of being a small, and often centrally directed system, Scotland was an early adopter of teacher preparation which can be traced back to the creation of a ‘normal’ or

model school in 1826 (Cruickshank, 1970; Scotland, 1969a) or even as far back as 1729 at Raining's School in Inverness (Cruickshank, 1970, p. 21). State involvement in teacher preparation certainly goes as far back as the 1840s (Cruickshank, 1970). There was, however, no reference in the Education (Scotland) Act 1872 to the training or preparation of teachers, but all new teachers required a certificate for teaching (Scotland, 1969b). This volume begins at this important juncture in 1872 with elementary education for all. Just as the state replaced most of the denominational structure of schooling in the 1870s, the denominational system of teacher preparation moved into state hands in the early twentieth century. Scotland was at the forefront of teacher governance and development throughout the twentieth century and today is still reforming and wrestling with the question of the professional education of teachers. As noted by MacDonald and Rae (2018) 'education as an academic discipline remains both contested and vulnerable' (p. 845).

The purpose of this book is to explain how teacher preparation in Scotland has developed since the start of state school provision with the passing of the Education (Scotland) Act of 1872 and the introduction of compulsory elementary schooling. An analysis of almost 150 years of schooling in Scotland and the education of teachers for schools leads to a better understanding of why the current arrangements for teacher preparation are in place and how they could be improved, by learning from and building upon historical developments. It can be seen that the involvement of universities in teacher preparation has been ongoing with different actors wishing to place more or less emphasis on academic knowledge and/or practical skills. There has been enduring questioning of the status of education and teacher preparation as a university subject and professional education within the university sector.

This introductory chapter provides an explanation for and an overview of this edited collection, including a brief synopsis of the themes which are developed in its chapters. Themes include the contested site of teacher preparation, whether it should take place mainly at university or at schools. Whether the emphasis should be on the academic discipline of education or on the practical elements of teaching. Throughout the book this question of where teacher preparation should take place is addressed as it continues to be asked, not least because of developments in other jurisdictions; with reduced or no element of teacher preparation taking place within higher education. A second theme relates to the impact of education policy on teacher preparation; in particular, the devolution of powers from the UK Parliament and Government to the Scottish Parliament and the Scottish Executive (now Scottish Government). Almost all educational affairs in Scotland are in the hands of Scottish authorities with relevant bodies at national, regional and local levels. Some exceptions include the law relating to employment and anti-discrimination. In this devolved context a new curriculum framework covering those aged 3–18 years, called Curriculum for Excellence (CfE), was introduced in 2010 and resulted in changes to teacher preparation programmes in Scotland. More and more is being asked of teachers in the twenty-first century: teachers are asked to not only teach young people but also to care for their emotional and physical wellbeing; and also help them to move into positive

destinations after school ready to play a part in the country's economic health. Recently a Scottish solution to teacher shortages has been to create different routes into teaching with an emphasis on online and distance learning. A third recurring theme in the book is the review of all forms of teacher education led by the Chief Inspector of schools, Graham Donaldson. This review resulted in a seminal report, 'Teaching Scotland's Future' (also known as the [Donaldson Report, 2011](#)), and its 50 recommendations included many related to teacher preparation and induction. A detailed analysis of which recommendations were implemented, which were not, and why, is provided in the relevant chapters with chapter 5 focusing on the issues of partnership and teacher learning in particular. This collection also shines a light on some hitherto neglected areas of teacher preparation, in particular the history of the Episcopalian Teacher Training College and the peculiar position of preparation for English Language teachers which has moved into and out of the university sphere of influence.

Unlike other parts of the United Kingdom, in Scotland teacher preparation is exclusively located in institutions of higher education. Currently these include four-year Bachelor's degrees, one-year bridging programmes (the Professional Graduate Diploma in Education (PGDE)), online and distance teacher preparation and new Masters routes into teaching. University programmes are followed by the requirement for the successful completion of an induction period of teaching, with assessment made against the Standard for Full Registration in order to allow full registration with the General Teaching Council for Scotland (GTCS).¹ There are currently 11 higher education institutions which provide accredited teacher education programmes, namely the Universities of Aberdeen, Dundee, Edinburgh, Glasgow, Napier, Queen Margaret, Stirling, Strathclyde, the Highlands and Islands and West of Scotland and the Royal Conservatoire of Scotland.

In Scotland, distinct career stages for teachers are mapped out in terms of standards with the Standard for Provisional Registration (previously the Standard for Initial Education), the Standard for Full Registration and the Standards for Leadership (previously the Standard for Headship) laid out in 2002, revised in 2006 and 2012, with new refreshed versions due to be released in 2020. These standards can be seen as an attempt to provide the coherence that had been lacking in teacher education ([Christie & O'Brien, 2005](#)) but it has also been argued that there are too many components in the standards with too much detail ([Fransson, Deakin & Shanks, 2018](#)). However, more work has been called for in order to develop a continuing professional development continuum for professional learning ([Donaldson, 2011](#)).

As a result of collaboration in the Measuring Quality in Initial Teacher Education (MQuITE) project this book has been produced by 11 of its members

¹From 1 October 2017 all teachers working in private schools (including Education Through Care Establishments) have also been required to register with the GTCS in accordance with the Registration of Independent Schools (Prescribed Person) (Scotland) Regulations 2017. Before this it was only teachers in state-funded schools that had to be GTCS registered.

(see <http://www.scde.ac.uk/projects/measuring-quality-in-initial-teacher-education-mquite/>) alongside colleagues who research teacher preparation in Scotland. The aim of the longitudinal MQuITE research project is to create a contextually appropriate means of measuring quality in this field. The project runs for six years (tracking graduates over five years) and involves all higher education institutions which offer teacher preparation programmes in Scotland, and the GTCS.

The Structure of the Book

There are a further 14 chapters in this book. From Hulme's chapter 'Teacher Preparation in Scotland, 1872–1920', chapter 1, we can see there is a long and distinguished history of debate, contestation and skirmish over the place of universities in teacher education, the oversight of university teacher preparation programmes, the place of professional knowledge and practice and ultimately how best to prepare someone to be a teacher. As Hulme recounts, as far back as 1872 the University of St Andrew's first Professor of Education called for the university education of teachers, a professional code of conduct, the creation of a professional knowledge base and a career structure that encouraged lifelong learning. These are all components of today's teacher education landscape, although they have only materialised relatively recently. While pride can be taken in the early establishment of chairs of education in Scotland's teacher preparation history, Hulme draws our attention to the struggles that came beforehand. In essence this is a question of whether education should be a university discipline, a practical area of training or a combination of the two. Teacher preparation as the preserve of Higher Education Institutions may not seem as certain as it once did, and its history can show us why this is the case. Hulme outlines the beginnings of the study of Education at university in Scotland and its relation to teacher education in the late nineteenth and early twentieth century. The push to establish Education as a disciplinary field in higher education (academisation) and the efforts at professionalisation of teaching are intertwined but do not necessarily coalesce into a neat solution.

In chapter 2, 'Reshaping Teacher Preparation: Curricular, Institutional and Professional Changes, 1920–2000', Humes then takes us from just after World War I up to the beginning of the twenty-first century. This sweep of 80 years of developments includes the move from Training Centres to what are termed monotechnic, meaning single discipline, and standalone Colleges of Education, to incorporation into the university sector. A continuing theme is that of the professional status of teachers and during this period the ban on married women teachers was lifted. The 1960s was a particularly eventful decade for education in Scotland, as elsewhere, and it included moves to more child-centred working and the creation of both the General Teaching Council and Central Committees to review parts of the curriculum in schools. Further curriculum and assessment reforms required changes in teacher preparation which would be repeated again in the twenty-first century with CfE. Echoing themes in chapter 1, there are

requirements laid down and a desire for independence and autonomy as well as debates over the place of knowledge and skills in teacher preparation.

CfE, following on from devolution, plays a central part of chapter 3 ‘Teacher Preparation Post-Devolution: 1999–2007’. McLennan explores two key initiatives: the McCrone Agreement and the National Debate on Education. The importance of the National Debate lies in the fact that as a result of its work a review group was set up to explore education for children ages 3–18 years and this ultimately led to a CfE (Scottish Executive, 2004). The phasing in of the framework for the new curriculum meant that teacher education institutions had to gradually phase it into their curricula as well, but this was difficult when curricular materials were delayed and scarce. The period covered by this chapter is also important as the final mergers of monotechnic teacher education colleges with higher education institutions took place and by 2001 teacher preparation was solely a higher education endeavour.

In the next chapter ‘The Donaldson Report, partnership and teacher education’, chapter 4, Beck and Adams discuss the difficulty of partnership working and explore the ‘Scottish myth of education’. They place Scottish educational policymaking within UK and global contexts in relation to devolution, the 2008 recession which led to austerity in all parts of the United Kingdom, the campaign for Scottish independence and Brexit. They go on to provide a critique of the report of a large-scale review of teacher education, ‘Teaching Scotland’s Future’ (Donaldson, 2011). They explore the Report’s twin agendas of developing and strengthening partnership between universities, local authorities and schools; and the modernisation and ‘re-invigoration’ of teacher professionalism. They then move on to discuss the partnership approach undertaken within the groups set up to implement the Donaldson Report’s recommendations. Two research projects are reported on, one involving members of the National Partnership Group and the other, the MQuITE project, focusing on the views of Higher Education staff.

In chapter 5 Eady explores the impact of discourse, policy and practice on Bachelor’s degrees in Education. The development of these degrees and the involvement and influence of different stakeholders is critiqued. The way in which competing policy texts influence the degrees are highlighted as teacher preparation straddles Higher Education Institutions and its regulation and quality assurances processes, professional accreditation by the GTCS and the professional practice arena in schools and local authorities. Two issues are explored in particular detail: the balancing of intellectual rigour and academic study with practical experience in the classroom; and partnership working in relation to the Bachelor’s degrees.

The PGDE is the focus of chapter 6. Ellis outlines how the PGDE is organised, the selection criteria that are used and recruitment to the programmes. She provides an analysis from two research studies on who chooses this form of teacher preparation and then weighs up the advantages and disadvantages between the PGDE and the undergraduate route.

In chapter 7 Johnston focuses on what is termed school placement in Scotland but is also known as practicum, school experience, field experience, clinical preparation, clinical practice and teaching practice. Based on his own research he

explains the problematic nature of quality and equity in this area of teacher preparation. He argues against viewing school placement as a separate entity that exists outside the student teachers who experience it. He proposes that the relational nature of this compulsory element of teacher preparation in Scotland needs to be highlighted. Furthermore, he argues that student teachers make a significant contribution to the type of support they receive while on placement. School placement can be regarded as at the heart of the argument between ‘the university turn’ and the ‘practical turn’ (Menter, 2017) with school-based teacher preparation such as Teach First. From this focus on school placement we then move to newer developments in teacher preparation.

Redford traces the origins and explains the current patchwork of ‘Online and distance teacher preparation’ pathways in chapter 8. These new routes are mainly the result of a drive to address persistent teacher shortages in particular subjects and in rural areas. The programmes are an example of close partnership working between universities, local authorities and the Scottish Government. There have been three types of programmes developed: part-time distance with employer sponsorship; blended provision available locally; and a structure combining the PGDE and induction year. The chapter provides an analysis of the tensions and disturbances that have been caused by the introduction of these new qualification structures, both locally and nationally, and explains the Scottish model of online and distance learning in this field.

In the next chapter, ‘Masters-level Initial Teacher Education’, chapter 9, Kennedy and Carse investigate the movements towards making teaching a Masters-level teaching profession both globally and here in Scotland. Arguments are made for teaching to be a Masters profession in order to improve teacher quality, to enhance teachers’ ability to think critically, to create more research-focused and engaged teachers and to attract people into the profession. They distinguish between a *Masters-level* and a *Masters-qualified* profession and outline the current landscape of Masters teacher preparation in Scotland. There are currently three different types of Masters provision: through credits in individual courses; in integrated Masters programmes; and in what they term a ‘Full Masters’. They conclude that while it is clear which direction we are moving in, there is still no clear reasoning why this is happening and whether it is the right thing to do.

In chapter 10 the focus is on the final element to become a registered teacher in Scotland, namely the induction process. Shanks examines the situation for new teachers before 2002 and then goes on to look at the components of the Teacher Induction Scheme in Scotland and the Flexible Route (previously named the Alternative Route) to Registration. Issues relating to the allocation of induction year teachers to schools and support and professional learning for them are explored. Then three particular tensions within the Teacher Induction Scheme are examined, namely mentors’ dual responsibilities of support and assessment, the vulnerable position of induction year teachers and the role of universities in teacher induction. The chapter concludes with possible future developments such as networks for teachers in smaller schools.

Next we return to the origins of teacher preparation in Scotland with chapter 11 tracing the history of Catholic teacher preparation. McKinney explores this

distinct history arising from the growth of the Catholic community in Scotland in the nineteenth century. This history includes teacher preparation in England before the start of Catholic teacher training in Scotland. As similarly detailed in chapters 2 and 3 there was creation, growth and then a reduction in the number of institutions in this field until finally the national Catholic College merged with the University of Glasgow into a newly formed Faculty of Education. The chapter includes an examination of the difficulties in the run up to the merger and emphasises the important role played by the Sisters of Notre Dame and the Sisters of the Society of the Sacred Heart in teacher preparation in Scotland.

In chapter 12, 'A Concise History of the Episcopalian Teacher Training College', McKinney and Edwards provide a unique contribution on an under-researched area of Scottish teacher education history. They outline the evolution of the Episcopal Church, the different models of Episcopal school including parochial Episcopal schools and mission schools. The chapter concludes with an examination of the closure of the Episcopal Training College and the decrease in the number of Episcopal schools.

The penultimate chapter, chapter 13, 'English Language Teacher Education in Scotland', provides an interesting account of how this field has moved in and out of university and between education and linguistics. The chapter begins with an explanation of its myriad abbreviations and the foundations of English Language Teaching in Europe when it was first taught in French! The commercialisation of this area is explored and the place of English Language teacher education in universities is examined. Other sources of teacher education in this area are highlighted including the example of Gaelic Medium Education and the 1 + 2 language policy.

The book concludes with Doherty's 'Caledonian Teacher Education Futures' with critical reflections and suggestions of possible futures based on an understanding of the historical context and current practice of teacher preparation in Scotland/Caledonia. Three possible futures are explored: The Prospective Future, namely more of the same; the Blade Runner Future, an overtly pessimistic vision; and the Sunlit Future, an extremely optimistic vision. He concludes by highlighting the importance of teacher preparation and how its quality can be used as a barometer for the health of an education system.

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